

43 | French | 31-39

Lord Young ex machina

You are Prime Minister. You have an intractable problem - unemployment. All the suggestions on offer are ruled out because they conflict with your main economic strategy - except one, reducing wages, which is singularly unpopular. So what do you do? Instead of adopting a new policy, you adopt a new Minister and put him forward as a brilliant policy-substitute.

Lord Young's cabinet appointment is an act of desperation. Unemployment is the most serious political threat which Mrs Thatcher has to face. It had even begun to worry the loyal rank and file at Brighton before their minds were spectacularly diverted to more sombre and terrible things. Mrs Thatcher knows as well as any political commentator that by the time the run-up to the next general election begins, unemployment figures must come down or her supporters will be in a very twitchy state.

Lord Young is to make "education, training and employment, 14-18" one of his first priority concerns. Over the next six months, as he told Biddy Passmore (page 6), he will work with a group of ministers and officials on ideas which span the education and training divide, in pursuit of his concern to bring a practical, work-related orientation into secondary school well before the age at which young people become legally available for employment. He will try to bring education and training into a single focus. As he put it: "I think we can start going down a path of more coherence".

This appointment has been widely recognized as of great importance to the education service. If, that is, Lord Young can do what he now says he is going to attempt.

Till now, Government policy has taken the form of a number of separate initiatives in respect of education, work experience and training. The Manpower Services Commission has been the main instrument, but there have also been important moves by the Department of Industry and the DES. The guiding principle has been to shake things up and to make things happen quickly.

The management technique has been of a kind sometimes favoured by buccannering tycoons who deliberately set up friction between senior staff in order to see what emerges from the creative tension thereby generated. Thus the MSC has been encouraged to ride roughshod across territory normally policed by the DES. It has dangled money in front of the L.E.A.s to induce them to adopt its instant policies. Its contested take-over bid for a quarter of work-related non-advanced further education has caused more tension than creativity, but cynics have all

along believed that every man has his price, and that it is only a matter of time before the Walpolean view is vindicated. Latest reports (page 13) seem to bear this out.

The technique has been to get new things going fast without bothering to decide in advance how they fit into the system as a whole. The Youth Training Scheme would probably still be on the drawing board if it had been felt necessary to work out in advance exactly how it was to fit into a comprehensive pattern of provision for 16 to 19. Instead of dealing with these boundary questions it went ahead with its own funding, its own provisions for training allowances, its own promises about training, its own administrative networks cutting across those of the local education authorities and the further education system.

This caused things to happen quickly - a real achievement nobody should dismiss - but left loose ends, as for example, in its relationship to other forms of training such as apprenticeship, its relationship to the education system generally, and its relationship, if any, to the FE examination system and the DES-sponsored Certificate of Pre-Vocational Education (an increasingly tense issue).

The Technical and Vocational Education Initiative was, perhaps, the classic example of Lord Young's gift for rapid improvisation. It depended for its impact on not being fully thought out, not having taken account of the wider implications, not being fully articulated within a larger strategy. It made an immediate splash, but left to later consideration how to make sure that the ripples continue to flow.

Whether Lord Young is the right man to tie up the dangling ends is less clear. The way in which he seems to have misread the reaction to the NAFE question was clumsy and lacking in political finesse. The question of local authority control of further education is only "nonsense" if you can wipe out 100 years of local government. If the Young working group is to make any real progress on a coherent structure it will have to find better ways of working with the administrative grain and not against it.

This is particularly true with regard to TVEI, which emerges from the Young interview as a key element in the strategy. TVEI had not yet been evaluated. It is far too soon to know just what the fall-out from this explosive intervention is going to be. Yet the Minister without Portfolio is already convinced that this should be the basis of a complete reorientation of secondary education and sees it as his mission to jolly the DES along to make sure the L.E.A.s and the teachers act on this assumption. This

means convincing people, winning the intellectual argument, changing the professional attitudes of large numbers of teachers. By paying out large sums, the MSC has short-circuited some of this argument and given a boost to those already committed to the TVEI gospel. But how far Lord Young can go to spread this message without calling on a lot more resources is not clear - certainly the lavish funding of TVEI so far is a formidable obstacle in the way of its adoption through the system, except in an insidiously watered down form.

Lord Young enjoys good relations with his colleagues - so good as to be barely credible, if what he says is to be taken at its face value - but he has no departmental or organizational base. He may be, as he says, no political threat to any other minister, but he has no administrative machine to support him when he bumps up against entrenched departmental interests. It is not at all clear that an honest broker - even one more palpably honest than Mr Young - can avoid being done down when the Department of Employment, the Manpower Services Commission, the DES and the local authorities start the serious horse-trading. The Treasury hastened to let it be known that Lord Young has no funds to commit. His only hope is to persuade others to use their budgets to achieve the policies which he is trying to get them to adopt. This is a position of weakness not strength.

The appointment of a not very prominent, non-political, business manager as chairman of MSC suggests that the Commission may now be entering the period of consolidation which Mr Young thinks it needs. It is probably a mistake, however, to suppose that Mr Bryan Nicholson will be Lord Young's creature. Much more likely will be a determined effort on the part of the Department of Employment and Mr Peter Morrison, the Minister of State, to assert stronger departmental control of the MSC, while the members of the Commission themselves become less willing to be manoeuvred by an ingenious chairman.

The immediate question confronting Lord Young and Mr Nicholson concerns the fundamental character of YTS. Is it to be, as it unfortunately was during its first year, an unemployment-based scheme like YOP? Is it to be a one-year, half-way house between school and a subsidized low-paid job under the Young Workers Scheme? Or is it to be the first instalment of a two-year education, work experience and training scheme which will give trainees a common status up to 18? This is the concept which should underlie the activities of the working group on 14-18.

COMMENT

No peace for the wicked

The robust defence put up by Mr John Slater, HMI, against allegations that peace studies are a covert form of political indoctrination (page 8) comes two weeks after the ritual attacks by Conservatives at Brighton where Sir Keith Joseph resisted the efforts of his backwoodsmen at the Conservative Party conference to get peace studies banned.

Mr Slater repeated that the evidence reaching HMIs gave no credence to the belief that political indoctrination through peace studies was rife, while making it clear that he, like all right-minded people, would strongly object to any abuse of the teacher's professional position, however ineffectual or counter-productive it might be.

It is important that HMIs should continue to collect information on this topic: they are the people who are best placed to know what is going on, and being in this strategic position imposes heavy responsibilities on them as the most effective defenders of the freedom of the teachers against potentially McCarthyite pressure groups - and also, against the misguided pacifists and nuclear disarmament who have turned the word "peace" into new-

speak jargon.

It is, however, a negative satisfaction that evidence of indoctrination is not forthcoming. There is need also for positive reassurance that the work in social studies which trades under the banner of peace is of high quality.

Professional standards are difficult to maintain, and harder still to monitor, without some general agreement about what syllabuses should contain and how, when handling controversial material, fair treatment can be ensured for conflicting views. Mr Slater believes peace studies to be "an important manifestation of political education" and it may be that steps need to be taken to see that studies of peace and conflict are embedded firmly within a discipline of politics.

Mr Slater's latest contribution is welcome, but doesn't dispose of the matter. Now Sir Keith has invited parents to complain to him, there will probably be a rash of incidents to investigate. To put anecdotal evidence in perspective, something more systematic is needed from HMI.

no comment

"All Dorset children have cause to be grateful to Cllr Miss Jessica Blagden of Parkstone, Dorset Education Committee were told yesterday. She had just resigned as the committee's chairman."



Paul Channon, Minister for Trade (right) with Nick Boleson, manager of the English Language Fair's bookshop at the opening of the fair.

English as she is spoke

With 30,000 tickets sold in advance, and with numerous education ministers, the Duke of Edinburgh and the Russian ambassador, all lining up to make appearances, this week's English Language Fair at the Barbican was clearly an event of some significance. For 700 members of English teachers' associations from all over the country, the fair was a chance to see the latest in language resources and to hear from experts on the subject.

It is a nice historical irony in that phrase necessary for plying a living: the official handout justly claimed that the further spread of English should be seen not as "cultural imperialism" but as a politically, economically and socially desirable thing.

As our special articles last week demonstrated, this particular debate is very much alive in British educational circles. Professor John Weightman praised the expressive properties of pidgins and creoles but dismissed as "sentimental clap-trap" the claim that, in seeking to inculcate Standard English among pupils from the Caribbean, British schools are behaving in an inhumane and oppressive manner. Standard English, he suggested, was "one of the most powerful forces working in favour of democracy".

On the other hand, the movement supporting mother tongue teaching, at least among insecure and bewildered new arrivals from distant parts of the globe, is gaining strength. Jennie Ingham reported on the pioneering work being done in two London schools and suggested that local authorities should now follow these schools' lead and at the very least identify the scale and nature of the problem. At South Harrogate junior school, out of a roll of 178, no fewer than 56 children spoke Greek as their first language, and 29 Turkish. The head's aim in introducing Greek and Turkish into the curriculum was primarily to help make her pupils feel "made at one with the school".

For 700 members of English teachers' associations from all over the country, the fair was a chance to see the latest in language resources and to hear from experts on the subject.

Second opinion Breadth, not resources, the key to AS level

It begins to look, as *The TES* suggested last week, that the Government is prepared to modify substantially its proposals for the AS examination. The deadline for response approaches, there has been a swelling chorus of reservation and concern. The DES has been at pains to point out that the proposals are not "cast in iron" and from the Standing Conference on University Entrance - originally very hawkish behind the AS banner - there have been indications of dissent among the ranks of the supporters.

They would rather see AS levels as an additional qualification, or an equivalent to the third A level - which raises, of course, the conundrum of value-ratings. Will a "contrasting AS level count for more than a 'one-plenary' one? If so, for how much more? If not, will schools and students take the risk that the contrary course involves? So SCUE also will like to see some changes in the AS dogma.

This is where we need to be very careful. It has suited the supporters of the AS proposals, most of whom have been in the independent schools or larger sixth form colleges, to explain away the opposition of the great part of the maintained sector in terms of the resource implications of the new examination. In smaller sixth forms, they have said, with limited staffing, it will be possible neither to timetable nor to staff the courses that have been envisaged.

This may be true - but it is not the point. The overriding issue is neither about resources nor about the acceptability of the new qualification to the universities. It is whether or not the AS level, in its present or future shape, is capable of doing what it is designed to do, namely to "brood without diluting standards the new examination of A level students".

An add-on AS, taken as a complementary subject by the cleverest A level students, is hardly likely to do this. All the indications are that in these circumstances the choice of the AS subject is likely to be as circumscribed as the choice of the third A level, and increasingly becoming so. A reconsideration of the proposals will be welcomed - if it gives us time to think the issues through.

Is it asking too much to hope that the issues disregarded in the first proposals? We are concerned, not solely all, with all A level students, not solely those bound for higher education. So those bound for the place of the what should be the place of the General Studies course in our A level curriculum? Do we believe in it; and if we do, are we going to be properly resourced to teach it and assess it? And what is the value of the existing qualifications at Alternative Ordinary level, increasingly used and the practical applicability of their syllabuses - as a means of broadening concepts and attitudes in the sixth form, as well as subject knowledge.

What, indeed, are the prospects for this examination, in the light of the GCSE decision? And may there be, after all, some future for the concept of the Joint A level, argued in this column on July 13?

Michael Duffy is headmaster of King Edward VI School, Morpeth, Northumberland, and has recently been elected to the Secondary Heads Association.

NEWS

Employers may be ready to discuss money as negotiations on pay and conditions resume. Mike Durham reports

Package offer expected at pay structure talks

Teachers' employers are expected to present a detailed, all-round package of proposals for the restructuring of teachers' pay when the joint structure working party meets again next month.

For the first time, the employers may be ready to put a "price tag" on their proposals to alter teachers' pay and conditions radically - giving the teaching unions some indication of how classroom teachers might benefit financially from a deal.

The meeting on November 15 will be the first time the two sides have met since mid-July, when talks broke down over conditions set out by the union negotiating team led by the National Union of Teachers.

The employers' side has since agreed to press forward with a conciliatory set of proposals designed to lure the teaching unions back to the negotiating table, including the possibility of a limit to class size and extra payment for lunchtime supervision.

Leading local authority politicians from both parties have also been brought in to head the management negotiating team, in a move regarded as an indication of the employers' determination to carry on with the talks.

Until now the structure talks have been only at officer level, with no direct input from education politicians. But the politicians have kept in close touch with the progress of negotiations and a successful agreement ultimately has to have their approval.

The six politicians - led by Mr Philip Meridale, the Conservative chairman of the Burnham management panel, and Mrs Nicole Harrison, the Labour group's leader - are to meet within the next few weeks to consider the new proposals.

An employers' spokesman confirmed that a "complete" package would almost certainly have been worked out in time for the meeting, although it is unlikely to cover exactly the same ground as the six-point list of objections tabled by the union side.

The spokesman said the employers were not likely to accept the "artificial" agenda put forward by the unions and would make their own proposals. But the union side's concerns would all be met in the package.

He refused to say what financial figure might be put on the overall set of proposals. However, a sub-group of management advisers is known to be working on this aspect of the negotiations.

The resumed structure talks are set against the background of a new round of pay negotiations. A meeting of both sides of the Burnham Committee has been requisitioned for November 1, when the union panel will table next year's pay claim.

The employers will be anxious to ensure that any element of restructuring is kept out of the pay negotiations, and only discussed in the proper forum, the structure working party.

At the same time the employers are keen to present the structure talks as the only realistic way forward for teachers to secure a significant pay rise, in the light of the S.I. arbitration award this summer.

But the teachers' pay claim includes a significant degree of restructuring of the pay scales, and this will muddy the structure working party waters even further. "We're not interested in picking the goodies out of the pay claim if it includes structure reform," the management spokesman said. "We are keen to talk about it, but within the machinery both sides have set up."

The employers' view is that the union side is on "a road to nowhere" if it pursues its pay claim and ignores the structure talks. They say that a new pay structure has been enthusiastically endorsed by Sir Keith Joseph, the Education Secretary.

The spokesman said: "The unions should recognize they have something to offer which the Government wants and is prepared to buy from them. It looks like a route through which they could get more money."

"Isn't it better to go down a road which may not be so acceptable at an emotional level, but might lead somewhere worthwhile in the end?"

The employers will be anxious to ensure that any element of restructuring

CEO quits over his 'impossible job'

by Mike Durham

Sheffield's chief education officer, Mr Michael Harrison, is to retire at 60 because he considers his job to be almost impossible.

Mr Harrison will leave in April, after 17 years. He said one of the main reasons for his retirement is the increasing pressure on chief education officers.

"I like this authority and I've enjoyed working for it tremendously," he said. "It's a rewarding place to work. But - although I wouldn't want to say so too loudly in case it discouraged up-and-coming people behind me - the job is rapidly becoming almost impossible."

"It was always difficult and recently it's been harder and harder to see how to manage the energy and drive to make sense of it."

Chief officers now had to concern themselves with effective management of a wide range of services and issues.

The 76,000-strong National Association of Teachers in Further and Higher Education is speeding up its timetable in order to work more closely with other teacher unions.

Instead of the claim and programme of action being finalized next February, the union is demanding a meeting of the Burnham Committee in mid-November, and that the association's national council agree to the special salaries award being put forward to December.

Without this urgent action there will be little prospect of success next year, Mr Peter Dawson, NATFHE's general secretary, warned members. Next year's claim is based on a demand for restoration of levels achieved in the Hamilton Report of 1974, says the statement sent out to members this week.

The union is seeking a substantial movement towards that level next year. A 40 per cent increase of the employers' salary bill would be needed to meet that demand, NATFHE calculates.

A second demand is for an agenda to be agreed on future negotiations on structural changes for all levels of further, higher and adult education.

Mr David Treisman, the union's negotiating secretary, said this week that the field was changing so fast that it was no longer possible to think of a salary scale for all the FE and HE sectors. "We therefore be producing memoranda which would be desirable in the longer term. He was optimistic that the employers would agree on a sensible agenda to discuss this point."

ing is kept out of the pay negotiations, and only discussed in the proper forum, the structure working party.

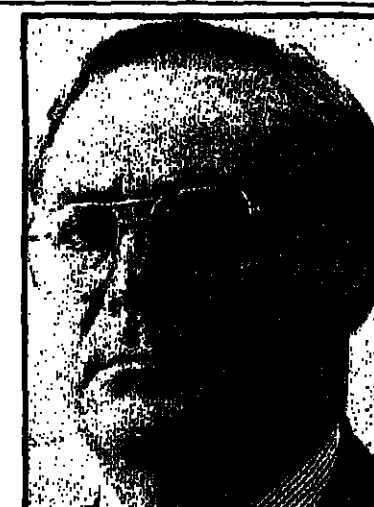
At the same time the employers are keen to present the structure talks as the only realistic way forward for teachers to secure a significant pay rise, in the light of the S.I. arbitration award this summer.

But the teachers' pay claim includes a significant degree of restructuring of the pay scales, and this will muddy the structure working party waters even further. "We're not interested in picking the goodies out of the pay claim if it includes structure reform," the management spokesman said. "We are keen to talk about it, but within the machinery both sides have set up."

The employers' view is that the union side is on "a road to nowhere" if it pursues its pay claim and ignores the structure talks. They say that a new pay structure has been enthusiastically endorsed by Sir Keith Joseph, the Education Secretary.

The spokesman said: "The unions should recognize they have something to offer which the Government wants and is prepared to buy from them. It looks like a route through which they could get more money."

"Isn't it better to go down a road which may not be so acceptable at an emotional level, but might lead somewhere worthwhile in the end?"



Michael Harrison

"The task of making this kind of operation work across a broad front is a job for someone with maximum energy."

He was anxious to hand over to someone with lots of go."

Mr Harrison has overseen many changes in Sheffield's education policy, including comprehensive schools in 1969. One of the last initiatives he helped to implement was the new tertiary scheme.

One of his interests is vocational engineering training, and he will remain a member of the Engineering Council.

Brent submits conflicting comments

The London borough of Brent has sent two conflicting sets of comments to Sir Keith Joseph, the Education Secretary, on objections to its own plans to reorganize secondary education, Biddy Passmore writes.

The first set, approved by the education committee last week, endorses the objections of local parents and teachers, who said that consultation on the proposals had been inadequate. (The plans were published just before the summer holidays.)

The second, approved by the full council on Monday, defends the plans, which involve merging four schools into two next year.

This situation has arisen because of the presence of co-opted members on the education committee. Since

Labour lost its overall majority on the council a year ago, the committees have been chaired by Conservatives under a deal with the Liberals.

But Conservatives on the education committee were outvoted at last week's meeting by co-opted teacher representatives.

And, since the education committee was acting on that occasion as the local education authority under delegated powers - and the deadline for the submission of objections was last Saturday - its comments are the only ones with legal force.

The position is complicated by the fact that the council also has a role in the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there was a serious case for the council to answer.

Mr Hugo Canning, spokesman for Parents Action to Save Schools in Brent, said: "The consultations over Brent's proposals were a farce; the proposals themselves were rushed and cobbled together; and then to crown it all they held the period to object during the school holidays, when the parents and schools were least able to defend themselves."

Mr Bob Dunn, a schools minister, told the Commons this week that the timing of publication and the adequacy of prior consultations were necessary, the council's behaviour in this case.

Mr Justice Webster, in the High Court, agreed that there

Retreading the downtrodden

What evidence is there, Sir Keith is fond of asking his advisers, "that in-service training actually improves the quality of teaching?" It is one of those devastating blows to the solar plexus for which the old maestro is renowned. Yet the report produced by his own advisory committee, ACSET, on the in-service education, training and professional development of teachers, could form the basis for a radical reshaping of the present style and degree of provision.

Not that reports on in-service have a happy history. Back in 1972 when the Janes Report suggested that every teacher should have the right to a term's release every five or seven years there was the same kind of euphoria. Shortly afterwards the financial cuts began to bite and some local authorities seconded no teachers at all for two or three years.

Twelve years later, however, there are some important differences. In the early seventies most schools enjoyed the stimulus of appointing plenty of new recruits from the 100,000-plus students undergoing training at that time. With less than a third of the number preparing to be teachers nowadays some small schools may not see a newcomer this century. Indeed, even one very large comprehensive school which appointed 19 probationers in 1972/73 hired just four a decade later.

The second half of the 1980s will see a combination of contributory factors which between them make the case for a substantial in-service programme overwhelming. In primary schools the vast majority of teachers will have had no opportunity for professional renewal since their entry to the profession. Yet since the decade of expansion in the 1960s and early 1970s there has been pressure on them to teach more science, especially after the Primary School Survey reported that only one class in ten enjoyed a well-conceived science programme, microcomputers have proliferated, teachers are expected to display special expertise in at least one major aspect of the curriculum while fine-tuning their competence in all of it, and fields such as health-education, personal, social and moral development, media studies, microelectronics and awareness of the need for sensitive teaching of minorities and children with special needs have been put forward as deserving of teachers' attention.

Many of the same developments also affect secondary teachers who, in addition, must tool up to teach new examinations like AS levels, the Certificate of Pre-Vocational Education and, from 1986, the newly merged 16-plus exam. I doubt whether anyone has really stopped to work out the massive in-service needs generated by



Ted Wragg (left) argues that the provision of high-quality in-service training could provide a fitting climax to Sir Keith Joseph's career, and that he has already started to achieve radical change

a shift from norm to criterion-referenced testing. Those who think it merely involves a minor switch of syllabus should be referred to the nearest padded cell. If pupils are to be assessed skilfully on their ability to meet grade-related criteria, then, alongside whatever changes in content may emerge, a dramatic transformation of teaching styles is going to be necessary.

By the end of the decade three in every five teachers will be over 40. The major difficulties encountered by an ageing teaching force are twofold. First, many of the teachers who now hold positions of responsibility have fought hard for what they believe in, have established the sort of curriculum, structure, teaching materials and room layout with which they feel comfortable, and may have become territorial about what they have achieved, defending it vigorously both against suggestions from other colleagues and external pressures.

Second, published research shows the exceptionally busy nature of classroom life. Some studies have shown teachers engaging in an average of 1,000 inter-personal contacts in a day, adding up to a million or two inside a decade. This is a colossal amount of practice and repetition, establishing habits and patterns which are notoriously difficult to change. Professional golfers who develop a slice practice their error only 20 or 30 times a day,

but those teachers who consistently hook their pupils off the fairway and into the rough rehearse their mistakes thousands of times. The message for in-service training is clear: much more emphasis must be given to classroom processes and the active nurturing of professional skills. Regrettably little of existing provision makes such an attack, and I would not exempt much of what I have myself been involved in. Several curriculum development projects and reorganization schemes, both in Britain and elsewhere, have presupposed that teaching patterns would change as a result. Often what ensued was what Macdonald called "innovation without change", new materials accompanied by old teaching styles.

During comprehensive reorganization, for example, many teachers developed fresh strategies to cope with, to them, new cohorts of pupils, less able, more able, younger, older or mixed-age or mixed-ability classes. Others struggled on with their previous tactics, even though these were not always appropriate. Similarly, curriculum development packages have had patchwork success. Some teachers warmed to the "neutral chairman" role required by Lawrence Stenhouse's Humanities Curriculum Project during class discussions about relations between the sexes or the family, others could not modify their traditional didactic approach.

An American unit researcher, Gallagher, investigated how teachers taught the unit on photosynthesis in the massively funded BSCS biology project and found that few switched to the inquiry style of teaching presupposed by the project's originators.

Some in-service courses must, therefore, address themselves to teachers' classroom strategies. Withall and Fagan, two American researchers, watched a group of teachers before and after an in-service course on the use of teacher-made materials for improving the language achievements of disadvantaged children. They found that the teachers did, in fact, make greater use of home-made materials, but their predominant teaching style remained the same: those who used to ask a lot of questions quizzed their pupils about their home-made goodies, and those who previously lectured to their classes continued so doing.

In-service provision, therefore, will need to include time for teachers to be released from their duties, not only to see other practitioners at work, but also to work with their colleagues, analysing and improving each other's teaching. This sort of collaborative work has been one of the most successful features of the DES-funded Teacher Education Project and the IT-INSET Project.

Reciprocal analysis of this kind can be a very fruitful outcome of a school-based in-service programme. For example, given proper time release, teachers can work in pairs to record and analyse the questions they ask pupils, the kinds of tasks they set, the responses of pupils, the use of modern technology, the integration of children with special needs and a host of other pressing matters. Research into questioning has shown that, for every five questions asked, three only require the recall of information, and that only one question in five can be regarded as thought-provoking. During the Teacher Education Project a group of 36 teachers did an excellent analysis of their own questioning strategies.

Similar work can be organized by teachers' centres, which have been given regrettably little attention in recent times. This neglect of the opportunity to enhance the role of teachers' centres is a pity, because a mature profession should have a much greater say about the way that in-

service courses could capitalize on members' considerable experience.

There is one further set of factors which make this an especially timely time for in-service, and they are the Secretary of State himself. This is a matter which will, I suspect, be the issue in a few months' time, and that is Sir Keith's long-term view on teacher appraisal. Where organizations like the Armed Forces, the BBC, the Civil Service, the police, some businesses, have a regular system of reporting on the progress of employees, teachers have not, at their probationary year, been subjected to systematic regular review.

So far the debate has concentrated on merit payments for those teachers who are especially competent in the classroom, but there are several other able corollaries to such a simple-sounding notion, not the least of which is to identify the few you must reward, many, including presumably, at the other end of the spectrum, a notoriously incompetent, whose dismissal is constantly demanded by rents, politicians, the press, and, indeed, by fellow teachers and because of a tiny minority of bad teachers.

The logical consequence of appraisal is that in a system where there should be a comprehensive service support system for all, a hardly fair to give someone £500 a year minus each year and withhold opportunity to improve. It is a denial of teachers of average ability a chance to improve their skills, to qualify for merit awards, to be who are specially gifted to be to skills even further and be in a position to offer leadership to their colleagues. Much blood will be spilled in negotiating room carpets in the few months, but teachers' leaders find themselves, if they lose their salary and in-service agreement with it.

The final factor, however, is Sir Keith Joseph's career as a politician drawing towards its final stage. The near retirement frequently betrays a stock and compose their radical change where others have failed, including the acquisition of a car-marked grants for in-service. It would be a fitting climax to his political career if he were able to improve teaching quality through securing the best in-service package ever conceived. I think he will be well motivated to pull it off.

Professor Ted Wragg is head of the School of Education, Exeter University.

Professional with a sense of fun

John Hill, who died on Sunday, was county education officer for West Suffolk from 1961 to 1974 and of Suffolk from 1974 to 1979. He was 69.

Mr Hill was a man of immense personal commitment to the education service at local and national level, yet he managed to hold on to a keen sense of fun and enjoyment. Professionally he was extrovert, lively, sharp, with a sound grasp of the politically possible.

He came from Stourbridge, a graduate of Birmingham University, taught in Staffordshire and Suffolk and rose through the ranks in Wiltshire and Hertfordshire (with John Newsom) to Cornwall as deputy secretary in 1952.

He was commissioned in the Royal Signals in 1940, mentioned in British and American despatches, and involved in planning the Normandy invasion.

His interests were in sport and recreation, special and community education. Many chairmanships came his way and membership of national and regional bodies. Perhaps his deepest satisfaction came from his work with the Royal National Institute for the Blind. National working parties too, called on his expertise, particularly those on school transport, speech therapy, educational technology and sports management.

The county of West Suffolk in 1961, on his appointment, had a low profile. Ten years later it was flourishing as the fastest growing county in the country - the school population increased by 50 per cent in six years and as a result of low development schemes new primary, middle and upper schools were opening. The county was fully reorganized in the early 1970s.



John Hill

He was made a CBE in the New Year's Honours List in 1976 and was awarded an honorary degree as doctor of civil law by the University of East Anglia in 1982.

He was also a talented speaker of the informal impromptu kind - liberal cricket allusions were conjured up from his active sporting days.

No one can recall him ever dictating a word - all his copy came from handwritten notes to his secretary, delivered in a fluent and polished style on the back of scrap paper.

He leaves a wife, Roma, and son Timothy.

Tom Cornthwaite

Computers changing the teacher's role - Williams

by Jane Pickard

Computers could make the conventional role of teachers obsolete, Mrs Shirley Williams, the SDP president and former Labour Education Secretary, said this week.

Speaking in the House of Commons at an SDP seminar on training, she painted a picture of a society in which private companies dominated education with packaged and computerized learning programmes.

"I don't want to destroy the excellences of the public education system. But if it does not become more responsive it will be bypassed by private learning systems made available to children whose parents can afford them," she said.

She gave a warning that if that happened the public education system would start to look "very sick by comparison".

The implications for teachers of this computerized system was that they must turn into advisers and tutors rather than mere imparters of knowledge.

Mrs Williams praised computer-aided education as practised on the Youth Training Scheme. She said that some of the B YTS projects had shown that such instruction could encourage young people who lacked confidence, and overcome unconscious prejudices that teachers might have.

"The computer is sex-blind and colour-blind, and its effect on youngsters who have lost confidence is staggering," she said.

Computer-assisted learning changed the nature of teaching itself. I believe that the teacher as we

currently understand his or her job is becoming an obsolete role."

Mrs Williams predicted a more pastoral function, and said the new role for teachers would be particularly significant for under-privileged young people.

The school day would be more flexible, with children spending part of the time out of school and some of it in practical learning.

She also criticized plans for the 16-plus exam, which she had originally supported. Mrs Williams believed O levels and 16-plus should go, to be replaced with student profiles and tests, including practical ones, which show what a child has achieved.

She accused Sir Keith Joseph of moving crab-like towards something like the 16-plus, and her own conclusion was that "it is too late and we don't any longer need it".

The "strangehold of formal exams" stood in the way of the changes she believed were needed education.

Developments in education should include a closer lining up of science and humanities, so that no one was an expert in one to the exclusion of the other.

Sir Richard O'Brien, former chairman of the Manpower Services Commission, addressed the seminar on the future of YTS.

"YTS is threatened and menaced by the fact that it is too much of a scheme for the unemployed and those who cannot do better elsewhere," he said.

"What we want is for everyone to be moving through YTS en route to

jobs. This is essential, otherwise YTS will be associated with people who cannot get work, and will begin to behave in that way itself."

One way of overcoming that problem would be for the scheme to develop closer links with training organizations.

For instance, "every young person who went into engineering through the Engineering Industry Training Board must realize that they register with YTS because it is the normal recruitment process to industry".

If everybody were to go through the scheme in that way there would be no stigma attached to it.

Mrs Williams' points about the changing face of education due to new technology were taken up by another speaker, Mr Norman Evans, of the Policy Studies Institute.

He said that the formal education system at present seemed to be more successful in concealing the latent abilities of a large proportion of the population than it was in revealing them.

Educational values needed to be rethought, not just from the point of view of the learners but also from the point of view of the opportunities available.

A start must be made, when looking at adult education, by trying to find out what a person knew already, and then adapting the learning to his or her existing knowledge.

"There is no doubt in my mind that teachers will have to change the range of skills that they offer," he said.

Spend more on HE, plea to MPs

Representatives of more than half a million staff and students lobbied MPs on Wednesday to urge them to spend more on higher education as an investment.

They were anticipating the first full Commons debate on higher education in three years, which takes place today.

The Government's record on higher education was one of "meanness, incompetence and neglect", Mr Clement Freud, Liberal education spokesman,

told the lobby. It included representatives of the Association of University Teachers, the National Association of Teachers in Further and Higher Education and the National Union of Students.

The NUS reacted with anger this week to rumours that Sir Keith Joseph, the Education Secretary, is to bow to Treasury pressure to abolish the minimum grant next year. The cut would save an estimated £10m and leave more than 48,000 home students with

no maintenance grant at all. The minimum grant, paid to children of the wealthiest parents, was halved from £410 to £250 this year following public spending discussions between Sir Keith and the Treasury. It was widely foreseen that total abolition would probably follow.

Mr Phil Woollas president of the NUS, said that already about half of parents did not make up their children's grant to the full amount, forcing many students to run up overdrafts.

PRIMARY

Carmel McQuaid on Northern Ireland's 11-plus controversy

Union protest action fails to disrupt transfer tests

The 11-plus transfer test in Northern Ireland went off without a hitch, in spite of the refusal by 4,000 members of the Irish National Teachers Organisation to act as supervisors, in protest against the principle of selection. About 200 volunteers, mainly retired teachers or those who had registered for temporary teaching, were specially recruited in their place by the Department of Education and put through the ropes in a training session on the Wednesday before the October 12 tests.

They are being paid £25 for attending the instruction course and supervising the two tests, the second of which is the first time the test had been handled by paid supervisors, since serving teachers usually regard the procedures as part of their routine work. That meant that the 20,000 children involved were in no way inconvenienced, and the tests were supervised by a team of 200 teachers.

The union protest will hold good for the next test. In the Belfast education board area, 60 special supervisors had to be appointed for 30 schools, but in the Western board, only 42 out of a total of 124 maintained (Catholic) schools, where most INTO members work, failed to nominate teachers to share supervising tasks in the usual way.

These figures led to speculation that many INTO members ignored the instruction, since they show that roughly two out of three maintained schools took no action. "A lot of INTO teachers appear to have changed their minds", the Western board's transfer officer, Mr Michael Clarke, said. "At the end of the day we had to find only 65 other persons involved to cover supervising duties."

But the INTO organizer, Mr Al Meekle, emphatically disputed that, and argued that the protest had a definite outcome, since it had hit the Government's test and could lead to a further demand that all 11-plus test

supervisors be paid. "A precedent has now been created where people are paid to supervise. But why some and not others? In-service teachers have to go to another school - and that's not part of their routine duties. Teachers who supervise O and A levels get a fee, so why should the 11-plus be an exception, he said."

He also refused to concede that INTO members had ignored his directive. Many teachers in maintained schools belonged to the National Association of Schoolmasters and Women Teachers, who probably volunteered in sufficient numbers for INTO members not to be needed, he said.

"We did not set out to disadvantage pupils or wreck the procedure. In this case we would have asked members not to cooperate in other facets of the test, like form filling. All we expected them to do was not to assist the supervision."

INTO is not a sister union of the NUT as wrongly reported last week.

MPs lobbied on pensions

The National Association of Schoolmasters/Union of Women Teachers has sent all MPs a copy of its document, *Minimising Teachers' Pensions*, which seeks reform of the teachers' pension scheme, Richard Garner writes.

The document, released earlier this year, says that if the scheme were actually invested, teachers' overall contribution rate could have been cut by 3.5 per cent this year, instead of

raised by 1.05 per cent.

Mr Fred Smithies, general secretary of the union, said: "We want to bring home to all MPs the basic inequity of a pension scheme for teachers which benefits government to the tune of at least £1,200m per year interest-free cash... but which also requires... a contribution level considerably in excess of that necessary to finance the benefits which the scheme provides".

Good results for colleges

by Biddy Passmore

Pupils in sixth-form colleges have maintained their high success rate in A levels, according to figures just released by the Association of Principals of Sixth-Form Colleges.

Results for 82 colleges (there are about 100 altogether) show that the overall pass rate this year was 74.4 per cent, almost exactly the same as last year.

The rate rises to 75.7 per cent if general studies are excluded. Just over a quarter of the passes were at grades A or B.

National average figures have not yet been compiled for 1984 but the overall pass rate is usually about 67 per cent.

The highest pass rates tended to be in subjects with a very small number of entries, like 'Greek' ancient history and theatre studies.

Of subjects with more than 1,000 entries, the highest success rate was in Latin where 80 per cent of candidates passed.

Internal reviews 'can mean happier staff'

by Mike Durham

A well-organized internal review can lead to a happier, harder-working and more self-confident staff, according to a new guide for secondary schools out today.

The GRIDS (Guidelines for Review and Internal Development in Schools) secondary school handbook, suggests a five-point plan for a successful review.

The guide, published by the School Curriculum Development Committee, aims to involve as many teachers as possible in corporate self-assessment.

The handbook suggests that staff should be consulted about a school's strengths and weaknesses, priority areas for change should be identified, and action planned under the overall control of a coordinator.

One 1,000-man, comprehensive school completed the plan recently that

the benefits included a higher sense of worth among teachers, increased motivation, greater self-confidence, and a healthier school atmosphere.

The guide says: "Staff should attempt to make a detailed review of all aspects of the school at one time. Instead they should take a broad look at what is happening and identify two or three areas they consider to be priorities."

A GRIDS primary school handbook has already been published.

Guidelines for Review and Internal Development in Schools: Secondary school handbook, by Agnes M. Bolam, Ray Bolam, Ron Abbott and Peter Holly, is available from a mail order service, Unit 31-35, The

Quest
Activity Courses

43 Belsize Lane
London NW3 8AU
01 794 0427/8

The more adventurous choice

Look for the student who can fill this opening

A rare opportunity awaits the student and sixth-former whose work can match that of Britain's top writing talent.

We're offering, courtesy of Lloyds Bank, a first prize of £500 and publication in The Spectator.

To enter, a student simply writes an article on the subject of their choice and submits it before 25th January 1985.

Lloyds Bank are also offering generous second and third cash prizes and books for the school or college involved, as well as consolation prizes.

In addition, Lloyds are awarding £250 for the best article relating to money, business or the economy. (As entries for this award are also eligible for the main prize, a student could win £750 in total.)

Further details are being sent to schools and colleges now and can also be found in a current copy of The Spectator.

Send now for a free issue:

Lloyds Bank
Spectator
YOUNG WRITER AWARDS

The Spectator, 56 Doughty Street, London WC1N 2EA

Learning to regard service with a smile

The SCDC Teachers' Fund
Grants of up to £1000 are available for school-based curriculum development work by teachers.
Further details from:
**SCDC Insult, SCDC,
Newcombe House,
45 Notting Hill Gate,
London W11 3JB.**



Lord Young: "I'm not one who believes you can change the world with a stroke of the wand".

Q. You'd favour that, if the money were available?

getting wealthier each year, there's going to be more and more demand for personal services.

on but there are others. We've got to realize that the technology of all is perhaps a small price and willingness to actually

Mark Jackson meets the new chairman of the Manpower Services Commission

local independent school and a 17-year-old daughter. He plays tennis

He could easily be your local bank manager, never the property banker who turns your neighbourhood upside down.

This, however, may not determine how he will behave in practice.



Mr Bryan Nicholson: Surprised by his appointment to the MSC

to earn full wages.

YOU'VE BOUGHT
THE THINGS YOU
HAVE TO HAVE...
NOW BUY THE
THINGS YOU NEED.

• P I U S •

Free delivery.
No minimum order required.
No small order surcharge.

Your budget will stretch still further, too. Because we've made our prices very competitive.

MAKE IT HESTAIR HOP

Buying from Hestair
Hope means you can afford
more of the things you'd like

Rather than just bare necessities.

100

Hestair

—Hope—

HOPE

IMAGES AND TEACHING

So make it Hestair
Hope for all your educational
supplies

As well as our full-size catalogue, we have a supp-

catalogue, we have a supplement called 'Update.' It keeps you up-to-date on

anything new.

SEND TODAY
I would like to see a copy of:

The 1985 Supplies Catalogue ☐
The 1984 Update Brochure ☐

OCT 26

NAME _____

(CITY/TITLE OR
DEPARTMENT)

ADDRESS _____

POSTCODE _____
Post to: The Marketing Dept.,

**Hestair Hope Limited, St. Phillip's
Drive, Royton, Oldham OL3 6AG.
Telephone: 061-652 1411.**

IRS OF ALL SUBJECTS

FOR CHILDREN OF ALL AGES AND TEACHERS OF ALL SUBJECTS

HMI discounts danger of indoctrination

by Richard Garner

Any attempt by teachers to indoctrinate their pupils through peace education studies would waste their time and bore them, Mr John Slater, HM Inspector with responsibilities for peace studies, told a conference at the weekend.

In a robust defence of his role after criticism at the Conservative Party conference, Mr Slater made it clear that he would strongly object to any attempt to indoctrinate children.

However, he reiterated his view that the evidence reaching HMIs gave no indication of bias in the teaching.

Mr Slater, who was addressing a

conference organized by the Birmingham branch of the National Union of Teachers, told his audience: "All the evidence is that indoctrination really doesn't work."

"I would object strongly to indoctrination going on in schools. Firstly, it is exposing a flank to people who are out to get peace studies, but I would attack it even more - not because it works - but because it is wasting pupils' time. Biased teaching is boring teaching."

Mr Slater said of the Inspectorate's role: "It isn't our job to please ministers - it is not our job to go out of our

way to displease ministers."

"If we do one or the other - that's their problem. We have our task."

He said he had never sought to make any secret of the fact that evidence reaching the Inspectorate was limited "by the number of HMIs and the amount of time we spend in schools".

However, he added that he was "more likely to be unhappy about ignorant, lazy, clumsy or innocent teachers rather than teachers who are behaving with a degree of political malice".

Mr Slater said he believed education for peace to be an "important man-

ifestation of political education", adding that many peace studies would be better labelled social studies, community studies or political education.

In response to questions, Mr Slater added: "Some of the evidence of the critics is not supported by our evidence. Our impression is that the teaching profession is taking this profoundly seriously and the evidence doesn't support some of the criticisms."

At the Conservative conference, speakers from the floor dismissed the suggestion there was no indoctrination by saying: "A teacher is no more likely

to conduct indoctrination in a classroom than a burglar is to break into a policeman's standing."

However, Sir Keith Joseph, Education Secretary, resisted calls for peace studies, saying that must be enough detail to compare before ministers could take seriously.

The conference was organized to allow the Birmingham branch to formulate its own proposals for introduction of peace studies in city schools. The new Labour on the city council have set a working party to introduce it.

Nuclear war casts growing cloud

by David Lister

A survey published this week shows that school children increasingly feel anxious and helpless about the possibility of nuclear war.

On 561 comprehensive school children questioned, 91 per cent think they would not survive a nuclear war, 30 per cent think a nuclear war is likely to happen in their lifetime and 21 per cent think one could happen at any moment.

The children, aged between 11 and 15, are all pupils at comprehensive schools in Bristol, where the Labour-controlled Avon County Council issued guidelines on peace studies to all schools saying it should form an "integral part of the curriculum", and runs courses on peace studies for the county's teachers.

However, most of the children say they learnt about nuclear weapons, usually between the ages of 8 and 11, by watching television; and 78 per cent of those questioned think there should be discussion about nuclear war in schools.

Eighty-eight per cent of the children think that governments are not doing enough to remove the threat of nuclear war (though most children wildly overestimated the number of countries which have nuclear weapons).

A substantial minority (39 per cent) supports a defence policy based on



nuclear weapons, but 61 per cent of the children think it is not a good idea to build a fallout shelter.

The survey was carried out in June - with the help of teachers - by the Avon Peace Education Project, an independent organization funded by the Joseph Rowntree Trust.

In its report on the survey, the project's staff say: "Very few children took a party line in their answers. True and again their papers contained inconsistencies and surprises which show a refreshing freedom from the trammels of adult political thought."

The report may alarm some of the opponents of peace studies in schools. For it concludes that the present consensus for "balance" in dealing with the nuclear issue in schools cannot now be accepted as an "adequate professional approach".

The researchers say: "We cannot expect that simply by providing children with more information and more arguments, they will come to a position where they can make an 'adult' response to the nuclear threat. Before that can happen, their disillusionment and despair has to be unlocked and acknowledged."

The report is available from Avon Peace Education Project, The Anderson Building, St John Street, Bristol BS3 1EJ.

Diane Spencer reports on a special education conference

Switch to mainstream full of pitfalls, head warns

The movement to integrate handicapped children into mainstream schools is in danger of developing into a new kind of special education, a conference was warned last weekend.

Mr John Sayer, head of Banbury School, Oxfordshire, told the National Union of Teachers' special education conference at Stoke Rochford that the 1981 Education Act for children with special educational needs, enshrined the rhetoric of mainstreaming, but the regulations guaranteed separation in the attitudes, resources, records and responses.

Many local authorities had fallen into the trap of believing they were responding to cries for help among ordinary school teachers by strengthening the special support services to the ordinary school.

Mr Sayer said: "One authority has made no fewer than 360 such appointments and the effect on children is unknown."

"Ordinary teachers, already de-skilled and patronized by the concept and practice of support, are made to believe that they have no resources and cannot cope alone. So the circle is completed, back to special education."

Separate management of professional groups led eventually to separate management of children, he said. Although, he confessed, that was a caricature, he was "signalling a very real danger based on my experience of the last three years."

He cited an example at his own school, where staff were dealing with a 14-year-old boy recommended to him on moving to the area after spending seven years in special schools.

"His voluminous files from schools, education authorities, psychologists contained not one mention of what he had learned, what has been his interests or what curriculum programme might be recommended for the future. Now he is faced with the 57 Heinz varieties of Banbury options."

"It has engaged a group of senior colleagues in a whirl of activity in the last weeks and there will be a challenge

to a dozen teachers and scores of pupils to reach out and accommodate an unknown quantity, himself being subjected to an unknown world. It ought not to look like that; perhaps in future years it will not, but right now it does, and we are not fully prepared for the change. And this miserable document from the DES (on curriculum development for children with special educational needs, published last week and summarised below) will not help us either."

"We scream for support from those who know, but nobody knows what will happen in a different context. There are no other experts. Educational psychologists have not yet come to terms with the secondary school curriculum."

Mr Sayer argued for a radical change in educational management to avoid segregation. If all teachers were to feel responsible to all children then all officers and advisers should have their brief extended, too. As a beginning, the special education section of a local education authority should be amalgamated with the office equivalent of the mainstream.

Dr Ann Hodgson, of the National Foundation for Educational Research, told the conference that great strides in the principle of integration meant special schools now had to justify their existence.

"This is a threatening time for people working in special schools, as there is the presumption that children should be taught in mainstream schools. But no way will they cease to exist, although their role will change," she said.

Dr Hodgson and two colleagues have just published a report (see separate story) of a research project on pupils with special educational needs in the ordinary schools. The research was carried out in 76 schools in 21 education authorities.

She discovered that ordinary class teachers had to cope with more paperwork for pupils, with statements of special educational need required by

the new law. And they had to be new ground in liaising with professionals and agencies. Teachers also discovered wide discrepancies in how schools got extra help for their special needs children.

Dr Hodgson urged teachers to be aware of labelling special departments and children in their schools. They bright child with a sensory defect revamped remedial department did nothing for the self-esteem of the child or the teacher.

Unfortunately, her team had found that integration in many schools was merely a matter of physical arrangements, such as ramps or hearing aid equipment, which was really additional not education.

Important implications for education are contained in the paper on the curriculum in special schools, *Susannah Kirkman* writes.

The paper says that primary in special schools with fewer than 100 children are unlikely to offer a satisfactory education, while secondary special schools must have at least 100 pupils to be viable.

Pupils who are capable of following a curriculum similar to that in mainstream schools, with some extra support, should stay at school until they are 19, the paper suggests. That would give them the chance to reach the attainment expected of most 16-year-olds.

Special school teachers are often isolated from curriculum development in "ordinary" schools, it says, and suggest that special schools need more attention from subject advisers rather than having to rely on one special education adviser.

The DES invites comments on the paper from local authorities, teachers, organizations and from national organizations concerned with children and special needs.

Organization and Content of the Curriculum: Special Schools, available from Room 3177, DES, Elizabeth House, York Road, London SE1 7PL.

Secrets of successful integration

by Susannah Kirkman

Schools will have to revise timetabling, teaching and the curriculum radically in order to integrate children with special needs, a new research study suggests.

But the changes needed are not beyond the scope of ordinary schools, according to *Learning Together*, a book based on a study of good practice in 26 schools where integrated activities are part of everyday teaching.

The study, which was funded by the National Foundation for Educational Research, suggests that a "Scale 4" teacher should have specific responsibility for all pupils with special needs. The job would include supporting other teachers through in-service training and devising individual work programmes, as well as liaising between teachers, the administration and ancillary staff. One of the main problems for teachers is that they lack

information on pupils' handicaps and their implications for teaching.

Ancillary staff should be free teachers to concentrate on teaching, says the report. As well as providing basic care for handicapped children, they can also work with small groups of pupils under the teachers' instructions or implement programmes drawn up by visiting speech or physiotherapists.

Support teachers are essential to help handicapped children keep up with the rest of the class. The study says one of the most effective ways of dealing with special difficulties is back-up teaching after mainstream lessons. The support teacher can then check that the lesson has been understood and reinforce any new concepts.

The report suggests many pupils with special needs are adept at masking their problems and keeping a low profile, so that teachers are unaware

that they need extra help. Other pupils try to hide their failure to understand by disrupting the class.

But timetabling must be flexible to fit in support teaching and visits by peripatetic teachers and physiotherapists. If visiting professionals arrive at inconvenient times, it can totally disrupt a pupil's programme.

The timetable must also allow children with different needs and capabilities to follow as much of the mainstream curriculum as possible while providing opportunities for extra work in language and number for those who would benefit from it.

Learning Together - teaching Pupils with Special Educational Needs in Ordinary Schools, by Ann Hodgson, Louise Clunes-Ross and Susan Hegarty, NFER-Nelson Publishing Company, £5.95.

CAN YOUR EDUCATIONAL COMPUTER LOOK THE WORLD IN THE EYE?



Basic computer education is all very well. But today, there's only one educational computer system specially designed to take students all the way from simple classroom exercises to sophisticated commercial applications such as accounting, engineering design and word-processing.

The RML 480Z. MORE SOFTWARE FOR TRAINING AND EDUCATION. The 480Z is more than a simple beginner's computer.

In fact, it uses the same powerful CP/M operating system as many popular professional machines.

This gives it access to the world's largest library of commercial and educational software.

So as well as teaching young people how computers work, it will train them how to work with computers.

NUMBER ONE FOR LEARNING

After seven years in education, RML computers are now installed in over three quarters of the country's secondary schools and colleges.

Their ease of use and versatility have won them government selection for primary and secondary schools schemes. Unlike many so-called educational computers, the 480Z micro is a fully integrated system, supporting a full range of peripherals and providing a continuous upgrade path.

The 480Z can save up to 40% of costs over four comparable stand-alone systems.

The benefits are even greater with the powerful 480Z CHAIN network.

Your computer system is an important investment. Look at RML before you buy. For further details, contact Tina Davies at this address:

RESEARCH MACHINES
MICROCOMPUTER SYSTEMS

Sales Office: Mill Street, Oxford.
Tel. Oxford (0865) 249866

Courses

COURSES FOR EXPERIENCED TEACHERS AND LECTURERS

It is intended to hold the following full-time and part-time courses for experienced teachers and lecturers in the academic year beginning October 1985:

M.Ed. DEGREE BY EXAMINATION AND DISSERTATION

In Education

The following subject options are likely to be available on the full-time course starting in October 1985:

(Students are required to follow two options)

Comparative Education

Research Methods and Administration

Psychology of Education

Curriculum Theory and Practice

Counselling in Education

Entry to the next part-time M.Ed. Course will be in October 1986.

B.Phil. IN EDUCATIONAL STUDIES AND DIPLOMA IN ADVANCED EDUCATIONAL STUDIES

Secondary Education

Primary and Middle School Education

Development and Education of Young Children

Children with Special Educational Needs

Residential Care and Education

Students successfully completing the full-time year may either receive the Diploma in Advanced Educational Studies which may allow entry to the M.Ed. Degree program, or a further year of part-time study leading to the B.Phil. in Educational Studies.

A wide range of optional courses is linked with the main course of study.

B. PHIL. IN MATHEMATICS AND MATHEMATICS EDUCATION

A three year part-time course requiring attendance from 2.00 p.m. on Tuesdays during University Term.

For further details, please contact the In Service Office, School of Education, University of Newcastle upon Tyne NE1 7AU Tel. Newcastle 328511 Ext. 2592

OTHER IN-SERVICE COURSES

A variety of other In Service courses will be offered (some involving full-time study). For further information please contact the In Service (Short Courses) Office, School of Education, Tel. Newcastle 328511 Ext. 2532

Labour members of Bradford City Council failed this week to get Mr Ray Honeyford sacked from his headship of Drummood Middle School.

The move came at a meeting of the council's schools subcommittee attended by large numbers of the public on Monday night.

A number of recommendations contained in one Tory motion were accepted however: these sought to improve liaison between school and parents, of whom 90 per cent are Asian, and to ensure the education office keeps a closer eye on what is happening.

In one of the most significant recommendations, "that the director of education monitor the effects of any further publications of the headmaster" an amendment was immediately proposed: delete "the effects of". None demurred.

For the councillors of Bradford, even those sympathetic, have had enough this year of the "effects" of Mr Honeyford's writings.

An article early this year in a small right-wing quarterly, *The Salisbury Review* but subsequently widely publicized, set off a row which included calls for his dismissal from local Labour parties, the Community Relations Council and Bradford NUT.

It also spawned a parents' action group which has worked tirelessly to get him sacked and whose most spectacular coup was 238 letters from parents last month requesting their child be transferred to another school.

In his article Mr Honeyford was critical of Bradford's multiracial education policies, of the intolerance of the race relations lobby and of the practice of Asian parents taking their children off for weeks at a time in mid-term to visit family in Pakistan. He also said native English speaking children could be handicapped if English was a second language to the majority of the class.

One outcome of the furore was the decision by Mr Richard Knight, director of education, to put a team of 10 advisers into the school last term and it was to discuss their report that this week's meeting was held.

Everybody agreed on Monday that the most serious paragraph of the report, referred to "whether it will be possible for the school to continue to function effectively unless the head is able to regain the trust and confidence of a significant proportion of parents." Mr Knight said he was confident the report showed substantial evidence of a lack of confidence.

Mr Honeyford, who had been invited to attend, agreed as much as everybody else that it was serious. He contested with some vigour that he had lost the confidence of many parents. He pointed out the inspection team was only in the school, which has 550 pupils, for a week.

He got Mr Gordon Browne, leader of the team, to admit he had only spoken to 14 parents though Mr Browne



Bert Lodge sees Bradford head Ray Honeyford survive a council move to sack him - but with conditions

Labour foiled in bid to oust race-row head

added that the rest of the advisers had spoken to others. According to Mr Ernest Kinder, chairman of the governors, who have backed the head, the 14 parents who spoke to Mr Browne were all from the parents' action group.

This group, Mr Honeyford alleged, was financed and supported from outside. The 238 letters were not a spontaneous gesture but were identical, cyclostyled, the signatures obtained by a door-to-door team and all handed in together.

"Some were required to sign them. Some didn't understand what they were signing. Already 10 of the parents have made it clear to me they want nothing to do with the letter or to remove their child. Not a single parent has been to me to complain."

On the other hand, 30 parents had been to see him about various other things and 60 parents, more than ever before, accompanied their children to school on their first day this term.

Mr Honeyford criticized the advisers for not having talked to his Asian education welfare officer about his relations with parents. Mr Honeyford

asked permission to call him as a witness before the meeting but Mr David Lewis, Tory chairman, refused. It was not a trial he said, though Mr Honeyford's accusers from the public benches clearly thought it was. "The parents' action group must disband," Mr Honeyford declared. "They are getting between me and my parents."

According to the report, the Asian parents seen by the advisers felt Mr Honeyford had insulted them, their community, religion and culture. He rejected this. He said there was an honourable tradition in Britain of professional freedom and that implied being able to join in the debate on professional concerns. But not all parents understood this.

He offered two examples: Dr Rhodes Boyson, originally an enthusiast for comprehensive education, became gradually disenchanted with the principles and often criticized it. Yet he continued to run a comprehensive under an authority wholly dedicated to the idea.

Another teacher, a West Indian, went to teach in a London East End school and subsequently wrote a book

witheringly critical of the authority (*To Sir, With Love* by Edward Braithwaite) which became a best seller. He continued to work for the authority and went on to a successful career as a diplomat.

Mr Honeyford then defended his disapproval of the practice of extended visits abroad by pupils. "I believe broken school attendance is a prescription for educational failure - or there would be no regulations about attendance." Thirty of this year's intake of 128 children had experienced interrupted schooling previously.

He said: "They are often taken away at a crucial time - just as they are developing reading for meaning; or their number bonds. I am in favour of visits if only they were timed, say, over the summer holidays with the addition of the two weeks to which they are entitled."

As to the legality of the present practice he was confident it violated the will of Parliament.

One of Mr Honeyford's most provocative assertions has been academic standards would suffer in a class where the majority only speak English as a

second language. In other words, white minority would be handicapped. The advisers reported that nobody in a school for only a year was not in a position to say so.

Addressing Mr Browne, Mr Honeyford said: "Are not language and strongly connected? Would you that problems with the national progress? Do you know per cent of the pupils in my English as a foreign language?"

Mr Browne conceded they said he wished they could have longer and claimed their judgement a mixture of the subjective and objective. Mr Knight said much work had to be carried out on a wider scale, too.

Mr John Lambert, Labour spokesman on education, objected to the term "foreign language" asked: "Urdu, Gujarati, Punjabi have they not been spoken here for 20 years? They are not languages of Bradford."

Mr Honeyford replied that Croat and Ukrainian had been in Bradford ever since the war everybody regarded them as languages.

A Labour motion of "no confidence" in Mr Honeyford was defeated. The successful Tory motion, a plan to be prepared by Children's Services, how to bring parents more into the school. In addition a motion under the principal adviser, with the head on reviewing recommendations of the report for implementation.

A multicultural affairs officer also work with the head on developing better relations with the community. There will also be a review of the development of teaching materials, and of the use of standard tests, the head to report recommendations to the governors.

● The National Association of Teachers this week called on the education authority to do all it could to make sure that Mr Honeyford was not required to implement many recommendations in a hostile climate.

"I would like to know if the authority proposes to deal with the situation from the parents' action group and the Community Relations Council and others," said Mr David Lewis, general secretary.

"Unless Miss Jenny Woodward (leader of the PAG) and the rest of their activities and allow them to operate in a reasonable way, we are going to be judged on our criteria. It will be like having a tied belt around his back."

Miss Woodward, whose daughter is a pupil of the school, said she was meeting that the campaign against Honeyford would go on. "We are saying at this stage what we said last time."

Women urged to adopt bolder view on promotion

by Jill Sutton

Women teachers will have to be prepared to face temporary separation, "weekend marriages" and role reversals over the next 10 years if they are to achieve equal promotion opportunities, a chief education officer said last weekend.

Mr Peter Boulter, of Cumbria, said that discrimination would only be broken down if women were prepared to "chance their arm" more often and not be daunted by the fact that they had interrupted their teaching careers to have children.

Mr Boulter, who was speaking at the inaugural conference of Women in Education, a newly-formed non-feminist national organization, also claimed that the Sex Discrimination Act was not working as it should.

"Local authorities make statements that commit them to the Act: they cannot leave it there. Things must follow, including opportunities for training."

Governors, he said, still tended to be somewhat backward-looking at interviews, asking questions like "is she married? Can she look after her children while she works?"

Organizations like Women in Education could help to change attitudes, Mr Boulter told the conference, which was held in Grange-over-Sands, Cumbria. But he warned that its objectives must be professional and "not open to rather snide criticisms and jeering which certain sections of society will tend to level at you."

The first chairman of Women in Education is Mrs Heather Shaw, a former secondary head and now an i.e.a. adviser in Rochdale. She said there were authorities which did not have a woman secondary head. She stressed that Women in Education was non-political, non-feminist, covered the whole spectrum of teachers, parents, governors and local authority representatives and aimed to help pupils as much as teachers. Furthermore, it was to work with, rather than against, local authorities.

Many of the 100 delegates claimed they were disillusioned by the lack of real support from their unions. Mrs Vera Chadwick, a Blackpool deputy head, saw it as a major factor in the setting up of Women in Education. But they should work alongside their unions, rather than in opposition, she said.

The association aims to set up area advisory services for members in need of counselling, including back up at sex discrimination tribunals. Samaritan-type telephone manned by members will be set up, and MPs and county councillors are to be lobbied.

L.e.a.s are to be asked to counsel unsuccessful applicants after interviews to tell them where they are going wrong. And courses are to be run on interview techniques and assertiveness.

The first residential course on confidence training for women and girls in education, will take place at the Cumbria Grand Hotel in Grange, Lancashire, on February 1 and 2. Forms are available from Mrs Shaw at 12 Pym Street, Heywood, Lancashire.



A new inner London secondary school which has been hailed as a nationwide model for girls' education was opened last week by Lady Platt, chairman of the Equal Opportunities Commission (above).

The Elizabeth Garrett Anderson School is committed to the idea that girls should have the same job prospects as boys - and it is to place special emphasis on physical sciences and electronics.

The all-girls' school will oblige its 1,300 pupils to study at

least one science subject until the end of the fifth year. Miss Beryl Loveridge, the headteacher, also says her pupils "must be literate in computers and aware that the future will be strongly influenced by technological change."

Mrs Frances Morrell, leader of the Inner London Education Authority, said the school would be pioneering in new territory and added it was fitting that it should be named after the first woman doctor, and woman member of the London School Board.

Hunting down the sexist dinosaurs

by Adriana Caudrey

An East London education authority looks set to become the first in the country to take on an advisory teacher to combat sexist influences in primary schools.

Newham Borough Council will be among only a handful of authorities, including the ILEA and Brent, to enlist full-time staff to encourage equal opportunities in schools.

It is expected that the adviser will work in the primary sector, to "coax at classroom level". But the job description has yet to be confirmed by the education department and committee.

Anthony Perry, principal education

adviser for Newham, said that the council would appoint an advisory teacher for equal opportunities in the new year.

"We want to ensure that from nursery school onwards there are equal opportunities in every way for girls and boys," Mr Perry said.

Two teachers' groups in the borough, NEON - Newham Equal Opportunities Network - and GASP - Group Against Sexist Practice - have campaigned for council initiatives to counter sexism at the infant and junior school stage. They have now

council funds to run in-service courses in non-sexist education.

GASP has also produced a booklet, *Confronting Gender Bias*, which is intended to help teachers to recognize and reverse sexual stereotyping. The publication has been approved by the Equal Opportunities Commission.

The booklet advises staff on how to combat sexism in children's books. "Many reference books on dinosaurs refer to dinosaurs as 'he'. It is important for children to realize that there were male and female dinosaurs," it states.

TO SIR WITH LOVE

A complete five workstation network

Only £5595 (VAT exclusive) installed

GSCL has installed more BBC Winchester networks in UK educational establishments than anyone else.

Which gives us a very high regard for teachers. And a pretty good understanding of your needs.

So we've produced SchoolNet. Which allows a teacher to control five groups of children performing independent computer tasks. And costs less than any comparable system.

SchoolNet comprises:

- 6 modified BBC Micros (5 monochrome, 1 colour)
- 10 MB Winchester
- 2 floppy disk drives
- 1 printer and 84K buffer

All for the unbelievably low price of £5595 (VAT exclusive) installed.*

GSL

Computers

Geophysical Systems Computers Limited
West Portway Andover
Hampshire SP10 3SG
Telephone 0264 59633
Telex 47186 GSL G

Providing the answers for education.

Despite the low cost of SchoolNet, it still has software compatibility with Acorn DFS and Econet, and programs for cassette (unprotected), floppy or hard disk. So you don't waste existing investment. And you've got a big choice of available software.

SchoolNet can be added to, for even greater versatility. The system accepts Winchester back-up, extra floppy disk drives, upgrades of the Winchester size, and extra BBC micros.

And, for laboratories and workshops, you can add analog to digital conversion, and signal analysers.

In addition, GSCL is working on a whole new range of add-ons for SchoolNet, to make you even more versatile.

SchoolNet is the lowest-priced five workstation network you can buy. It's available only from GSCL. Send the coupon today for full details.

* Subject to certain restrictions. Please ask for details.

Please send me details of

- ☐ Winchester/network system.
☐ Tape streamer service. ☐ Laboratory peripherals.
☐ Other peripherals.

Name _____
Position _____
School/Company _____
Address _____

Post Code _____

Court challenge

Conservative-controlled Westminster City Council has been given leave to the High Court to challenge plans by the Inner London Education Authority to spend £750,000 on an advertising campaign against the Government's rate-capping Bill.

Activity Centres

DARTMOOR EXPEDITION CENTRE

Twelve years experience in multi-activity and specialist courses for schools, colleges and youth groups all year. Professionally run moorland farmhouse Centre with barn bunkhouse accommodation; mountain hut atmosphere. Self-catering in off-season. Also M.L.T.B. and instructors courses for staff. Special courses by arrangement to suit groups. Full details: John Gair, D.E.O. Rowden, Widdicombe, Devon. Tel. Widdicombe (03652) 249 (0147)

THE FRANCIS ELLIS CENTRE

Environmental studies, Outdoor Activities. Newly opened on Otter Dyke. Designed by ex ILEA teachers to suit the needs of all ages and abilities. Courses to meet your needs. Experienced qualified staff. Excellent facilities and accommodation. Tuition £26 for 5 days inc. V.A.T. ex. travel. Previews via. Details: Inverchewan, P.E.O. Middle Knuck, Melrose, Bishopscote, Salop. Tel. 05244 564. (0433)

Richard Garner on the NAS/UWT education conference in Nottingham

Low morale obstacle to change

The present low state of teachers' morale could well hamper attempts to make the school curriculum more relevant to children's needs, Mr Eric Bolton, Chief HMI, told the conference this week.

Much of the evidence he received suggested morale was not good, he said. "Whatever the reasons for such a state of affairs - wherever praise and blame may lie - that cannot be good for education."

"Unless it can be changed, the present mood of many teachers up and down the country does not augur well for the successful achievement of real and lasting improvement in the effectiveness and relevance of what pupils learn in our schools."

Mr Bolton added: "We all have a part to play in effecting such a change. Teachers' associations have a particularly difficult task to perform in pressing the case for improvement without so emphasizing the undoubted difficulties of teachers' jobs that they risk themselves further undermining morale and lessening public esteem."



Eric Bolton... education fears

"The state of the repair and maintenance of buildings is a cause for general concern," he added. "In-service education is insufficient

in quantity, and often what is provided is not targeted on the main needs of teachers in schools."

However, he gave a warning: "While we could all make out our particular case for more to be provided across the board or for this or that particular scheme, the world is not like that any more, if it ever was."

"There is much scope for improvement that does not call for extra or different levels of particular resources. I would include the thorough planning of work, continuity, pace and progression; making the purposes of teaching and learning more explicit to all involved, including the pupils; better leadership at head, senior staff and particularly head of department levels; more oral and less written work; and higher expectations of the pupils' potential and capacities, particularly those of children from inner urban areas, of black pupils and, in some subject areas, of girls."

During his speech, Mr Bolton also spoke of the increasing move towards more centralized control of the curriculum.

"There is no doubting that national agreement about the make-up of the 5-16 curriculum and the objectives of the various parts, allied to a system of public examinations in which grade-related criteria are linked to agree-



Postgraduate numbers rise in UK universities

The number of postgraduate students at British universities rose last year for the first time since 1978-79, according to statistics just published by the University Grants Committee.

The 5 per cent increase, to 47,500, was mainly due to a marked rise of 6.5 per cent in the number of postgraduates on taught courses. The number of research students rose by only 2.5 per cent in 1983-84.

For the second year running, there was a reduction in the number of full-time undergraduates. It fell by 1 per cent, from 250,000 to 244,200. But part-time student numbers continued to rise, by 3.3 per cent to 34,600.

There was little change from the previous year in the proportion of women students, who made up 42 per cent of undergraduates and 36 per cent of postgraduates last year.

More than 19,000 courses of continuing education (extra-mural, post-graduate medical and post-experience courses) were run in 1982-83, involving nearly 450,000 students.

There were 42,100 full-time and 2,700 part-time teaching and research staff at British universities last year. Part-time staff rose by more than 400 (20.9 per cent).

University Statistics 1983-84, Vol 1, Students and Staff, price £5.25 from Universities Statistical Record, PO Box 130, Cheltenham, Glos GL50 1JW.

AMA seeks local finance review as rate-cap revolt gathers pace

by Mike Durham

A fundamental review of the process by which the Government settles the level of local education spending has been called for by the Labour-controlled Association of Metropolitan Authorities.

At the same time, Labour councils facing rate-capping in the spring have agreed to defy Mr Patrick Jenkin, the Environment Secretary, by refusing to supply information on their financial position.

The agreement is the first time local authorities have jointly decided on an act of non-compliance with the rates limitation legislation.

The AMA, which represents L.E.A.s and other authorities in urban areas, has called for a review of the machinery for negotiations between central and local government over levels of rate support.

In particular the AMA wants to reconsider the role of the Consultative Council for Local Government Finance, on which it and other local authority associations are represented in talks with the Government.

AMA representatives complain that their presence legitimizes the proceedings, but that their views are rarely, if ever, taken into account at meetings.

Mr Jack Layden, the AMA's chairman, commented: "I sometimes think it would be enough to send down my photograph and pin it to the back of the chair".

However, the AMA is to remain a member of the consultative committee for the time being. The committee is considering the levels of next year's block grant and next month on Tuesday.

The Conservative-controlled Association of County Councils, which

represents shire county education authorities, has been invited to join in a review.

Meanwhile, the four rate-capped L.E.A.s, Brent, Haringey, Sheffield and Inner London, are to refuse to supply information on their financial reserves demanded by the Environment Secretary.

The Department of the Environment has written to all 18 authorities on the so-called "hit list", asking for the information, which it needs to fix the maximum rate levels to be imposed next year.

The AMA is considering calling on its members - which include the four rate-capped authorities - to boycott filling in any Government forms or providing any statistics to the Environment Department.

However, the tactic would be unlikely to be anything more than a stalling measure. The Government could take legal action for a writ of mandamus which would eventually force authorities to give it the information required.



Patrick Jenkin

Hopes revived of teaching council

by Bert Lodge

A working party drawn from 16 organizations is working out a plan for a General Teaching Council.

This follows exploratory meetings begun last year when representatives of several professional associations discussed the idea at the November conference at Oxford of the Universities Council for the Education of Teachers.

At the latest meeting earlier this month a working party was set up under the chairmanship of Mr John Sayer, principal of Banbury School, Oxfordshire. He will report to the next main meeting next spring.

For many years educationists have called for the introduction of a supreme professional body - comparable to the General Medical Council - which would regulate entry and training to the profession and exercise discipline including the power to de-register serious offenders.

Hopes rose when the 1970 Weaver Report backed the idea. But teacher unions later failed to agree on representation and the precise powers the council should have. Since then, initiatives have come to nothing.

Mr Sayer, a former president of the Secondary Heads Association, this week that a study of the functions of the proposed body should come first. The working representation would follow.

He felt the whole education system should be involved and not just schoolteacher unions.

Existing bodies doing some of the work associated with a professional council had only a limited time to live. "The Advisory Committee of Supply and Education of Teachers" for example, had been set up only three or four years.

Teacher Education has been a centrally proposed for in-service training, and perhaps that is what should build on. In a major way you start from the bottom up.

There is believed to be a real possibility that the AMA will sever its links with the ACC on joint educational initiatives, including the Council of Local Education Authorities.

Other joint forums which the AMA may decide to pull out of could include the Burnham structure working party, and several joint reviews, unless the ACC falls back into line. One education adviser said: "The whole list of joint strategies could be up for grabs on Monday".

The AMA will also consider its own dealings with the MSC, in the light of the new appointment of the former Rank Xerox chairman, Mr Bryan Nicholson, to succeed Lord Young. The MSC met for the first time under his chairmanship this week.

A final decision by the ACC on the possibility of cooperation with the MSC has been delayed until the association's November executive meeting in York, when the issue will be aired by all the member authorities.

Like the association's education committee voted overwhelmingly in favour of a statement which appears to sanction negotiations between individual countries and the MSC over the implementation of the White Paper.

Mr Bower commented that he was interested in whatever they had to say, he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

Mr Sayer, a former president of the Secondary Heads Association, this week that a study of the functions of the proposed body should come first. The working representation would follow.

He felt the whole education system should be involved and not just schoolteacher unions.

Existing bodies doing some of the work associated with a professional council had only a limited time to live. "The Advisory Committee of Supply and Education of Teachers" for example, had been set up only three or four years.

Teacher Education has been a centrally proposed for in-service training, and perhaps that is what should build on. In a major way you start from the bottom up.

There is believed to be a real possibility that the AMA will sever its links with the ACC on joint educational initiatives, including the Council of Local Education Authorities.

Other joint forums which the AMA may decide to pull out of could include the Burnham structure working party, and several joint reviews, unless the ACC falls back into line. One education adviser said: "The whole list of joint strategies could be up for grabs on Monday".

The AMA will also consider its own dealings with the MSC, in the light of the new appointment of the former Rank Xerox chairman, Mr Bryan Nicholson, to succeed Lord Young. The MSC met for the first time under his chairmanship this week.

A final decision by the ACC on the possibility of cooperation with the MSC has been delayed until the association's November executive meeting in York, when the issue will be aired by all the member authorities.

Like the association's education committee voted overwhelmingly in favour of a statement which appears to sanction negotiations between individual countries and the MSC over the implementation of the White Paper.

Mr Bower commented that he was interested in whatever they had to say, he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

New city-county rift overshadows talks with MSC

by Mike Durham

Conservative shire counties have pulled back from the brink of agreeing to open negotiations with the Manpower Services Commission on the future of non-advanced further education.

But the future partnership between the two local authority associations is in serious doubt, after a statement last week by the Association of County Councils which appears to open the way to starting talks.

The Labour-controlled Association of Metropolitan Authorities, which strongly opposes negotiations with the MSC, is to hold a special education committee meeting on Monday, to discuss the ACC's statement, and to review future working relations between the two bodies.

There is believed to be a real possibility that the AMA will sever its links with the ACC on joint educational initiatives, including the Council of Local Education Authorities.

Other joint forums which the AMA may decide to pull out of could include the Burnham structure working party, and several joint reviews, unless the ACC falls back into line. One education adviser said: "The whole list of joint strategies could be up for grabs on Monday".

The AMA will also consider its own dealings with the MSC, in the light of the new appointment of the former Rank Xerox chairman, Mr Bryan Nicholson, to succeed Lord Young. The MSC met for the first time under his chairmanship this week.

A final decision by the ACC on the possibility of cooperation with the MSC has been delayed until the association's November executive meeting in York, when the issue will be aired by all the member authorities.

Like the association's education committee voted overwhelmingly in favour of a statement which appears to sanction negotiations between individual countries and the MSC over the implementation of the White Paper.

Mr Bower commented that he was interested in whatever they had to say, he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

Mr Philip Merridale, chairman of the ACC's education committee, said: "The decision making body is the executive committee, not the education committee. Their last decision was to oppose the White Paper and any change will have to have their consent".

Mr Merridale denied that the ACC had "caved in" over the opposition to the White Paper. He said no county authority had opened talks with the MSC since the education committee's statement was agreed.

Mr Josie Farrington, Labour group leader on the ACC, accused her Conservative colleagues of reversing ACC policy. "We are very angry indeed about this", she said.

And the AMA education committee chairman, Mrs Nicole Harrison, has been lobbying local authority politicians and MSC commissioners in a bid to find a way out of the situation.

If the Conservative counties do break ranks when the executive committee meets on November 5, the way will be open for about half of the funds committed to local authority budgets by MSC under the new arrangements to be released.

The prospect of a split between the ACC and the AMA is viewed with dismay by both parties. The ACC's statement last week was only taken after carefully sounding out the views of the AMA.

But according to one source, there was a misunderstanding and the extent of the AMA's opposition to the ACC statement became clear only a matter of hours before the meeting.

Mr Bower commented that he was interested in whatever they had to say, he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

Previous HMI expenditure was well praised. Sheffield for the last year, but rate-capping in the city is expected to be published towards the end of next year.

Two other L.E.A.s, Wigan and Cornwall, have been selected for overall inspections this year. The results are expected to be published towards the end of next year.

In all the authorities, the Inspectorate will find a large team over several months to observe educational provision across the board - from preschool classes to polytechnics.

Mr Mike Bower, Sheffield's education chairman, said he welcomed the inspection. The authority had not invited the inspectors in, but was happy to cooperate. "We shall be happy to cooperate," he said.

But he added that the authorities were a little wary after this year's report on Haringey - another Labour-controlled local education authority, which was severely criticized by Mr Bower said: "A number of colleagues are concerned that it might have walked into a trap. It remains to be seen. Personally I am confident that the service has good quality".

SCHOOL TO WORK



Few blacks gain places on employers' schemes

by Diane Spencer

Black teenagers face widespread discrimination on employer-based Youth Training Scheme projects, according to two reports published this week.

The Commission for Racial Equality found in a survey of 15 major employers that:

□ virtually no black youngsters were employed on most schemes in multi-racial areas, apart from London;

□ blacks were much less likely than whites to get permanent jobs; and

□ blacks were less likely to be selected for places than whites.

A research team from the Centre for Advanced Urban Studies at Bristol University, in a report commissioned by the Manpower Services Commission, found blacks were more likely to get on Mode B schemes than employer-based ones.

The team also discovered that: □ the MSC's equal opportunities policy is not strong enough to tackle discrimination by employers;

□ monitoring of ethnic minorities is poor; and

□ black youngsters experienced racism on schemes.

The CRE study, which included public services, private companies and local authorities, found that blacks fared best on local authority schemes where they occupied 11.4 per cent of places, and least well in the private sector, where only 4.2 per cent of

making of them. They say that the survey, even if it is regarded as reliable, shows only that a little more than half the leavers are getting jobs - about the same proportion as could be expected to be in employment if the scheme did not exist.

In a speech in Cleveland Mr Morrison described those who were accusing the Government of painting too rosy a picture of YTS leavers' job prospects as "political parasites who seem determined the scheme should fail".

Lord Young had said that nearly 60 per cent of young people leaving the scheme were finding work. But Lord McCarthy said the figure was likely to be under 50 per cent - not much better than under the Youth Opportunities Programme.

He was followed a couple of days later by his new Cabinet colleague Lord Young, until lately the MSC's chairman, who said on BBC Television's *Question Time* that 73 per cent of the leavers were going into jobs.

Then last Friday Mr Peter Morrison, employment junior minister, said on BBC2 that 6 out of 10 of the trainees were going into jobs and compared this favourably with the 30 per cent who had got jobs on leaving the earlier Youth Opportunities Programme.

What Mr Morrison did not mention was that the Youth Opportunities Programme had begun with an even higher proportion of its leavers getting work.

Some members of the Youth Training Board, for whom the survey figures were prepared, are likely to protest against the use the Government is

making of them. They say that the survey, even if it is regarded as reliable, shows only that a little more than half the leavers are getting jobs - about the same proportion as could be expected to be in employment if the scheme did not exist.

In a speech in Cleveland Mr Morrison described those who were accusing the Government of painting too rosy a picture of YTS leavers' job prospects as "political parasites who seem determined the scheme should fail".

Lord Young had said that nearly 60 per cent of young people leaving the scheme were finding work. But Lord McCarthy said the figure was likely to be under 50 per cent - not much better than under the Youth Opportunities Programme.

He was followed a couple of days later by his new Cabinet colleague Lord Young, until lately the MSC's chairman, who said on BBC Television's *Question Time* that 73 per cent of the leavers were going into jobs.

Then last Friday Mr Peter Morrison, employment junior minister, said on BBC2 that 6 out of 10 of the trainees were going into jobs and compared this favourably with the 30 per cent who had got jobs on leaving the earlier Youth Opportunities Programme.

What Mr Morrison did not mention was that the Youth Opportunities Programme had begun with an even higher proportion of its leavers getting work.

Some members of the Youth Training Board, for whom the survey figures were prepared, are likely to protest against the use the Government is

making of them. They say that the survey, even if it is regarded as reliable, shows only that a little more than half the leavers are getting jobs - about the same proportion as could be expected to be in employment if the scheme did not exist.

In a speech in Cleveland Mr Morrison described those who were accusing the Government of painting too rosy a picture of YTS leavers' job prospects as "political parasites who seem determined the scheme should fail".

Lord Young had said that nearly 60 per cent of young people leaving the scheme were finding work. But Lord McCarthy said the figure was likely to be under 50 per cent - not much better than under the Youth Opportunities Programme.

He was followed a couple of days later by his new Cabinet colleague Lord Young, until lately the MSC's chairman, who said on BBC Television's *Question Time* that 73 per cent of the leavers were going into jobs.

Then last Friday Mr Peter Morrison, employment junior minister, said on BBC2 that 6 out of 10 of the trainees were going into jobs and compared this favourably with the 30 per cent who had got jobs on leaving the earlier Youth Opportunities Programme.

What Mr Morrison did not mention was that the Youth Opportunities Programme had begun with an even higher proportion of its leavers getting work.

Some members of the Youth Training Board, for whom the survey figures were prepared, are likely to protest against the use the Government is

making of them. They say that the survey, even if it is regarded as reliable, shows only that a little more than half the leavers are getting jobs - about the same proportion as could be expected to be in employment if the scheme did not exist.

In a speech in Cleveland Mr Morrison described those who were accusing the Government of painting too rosy a picture of YTS leavers' job prospects as "political parasites who seem determined the scheme should fail".

Lord Young had said that nearly 60 per cent of young people leaving the scheme were finding work. But Lord McCarthy said the figure was likely to be under 50 per cent - not much better than under the Youth Opportunities Programme.

He was followed a couple of days later by his new Cabinet colleague Lord Young, until lately the MSC's chairman, who said on BBC Television's *Question Time* that 73 per cent of the leavers were going into jobs.

Then last Friday Mr Peter Morrison, employment junior minister,

Centroy Parking

LETTERS

Write for particulars, naming your special interest, to the Secretary, Cambridge Institute of Education, FREEPOST, Shaftesbury Road, Cambridge CB2 1BR, or telephone 0223-696331.

Write for particulars, naming your special interest, to the Secretary, Cambridge Institute of Education, FREEPOST, Shaftesbury Road, Cambridge CB2 1BR, or telephone 0223-696331.

DAVID BELL

The onslaught on the Green Paper proposing parent control bears little relationship to this experience. Critics of the proposals have attacked them both in principle and in practice; apparently, school management should be shared between local authorities, teachers and parents - and

PETER JOHNSON

These objectives, with social breadth and psychological depth, become the criteria for detailed methods of scrutiny and documentation, forming a subtle network of assessment. Intricate knowledge of each individual's performance, attitude and personality is accumulated and recorded. Moreover, the students are

Until children come of age, their parents are legally responsible for them; like it or not, parents are the proper representatives of the consumers of schooling, their own children. While there is no question that parents need experts to educate their children, the participation of local political appointees does need justification.

How many boards really pursue these matters when heads are wary about their comments in front of teaching colleagues and the political

The way in which parent control works is far removed from the night-

David Bell is headmaster of the Grainger Grammar School, Newcastle upon-Tyne.

DAVID GARFORTH

ANNE KRISMAN

ANNE KRISMAN

...to being hit on the head by a pupil. Stress is always mentioned. "I'm over-worked, it's that stress working party document I've got to write," harassed teacher was heard to moan. Young teachers are probably aware

The ones who tuck their chairs in, or in extreme cases, put them on top of the table are teachers.

...ne Krisman is a film studies teacher
Little Ilford School, Manor Park,
East London.

Brian Glover goes down among the glueys and talks to YTS trainees in his third report on the youth of the North-east

David had just turned 20 and was working as a part-time gardener on a government scheme at a place called Guards Farm, which, he said, catered for both the handicapped and young offenders. He didn't answer when I asked if he was a gluey? He spoke only once again in all the time I was with them, and I was there a good half hour, and that

**a real job since
I left school
and I'm 27'**

'I've never had a real job since I left school and I'm 27'

Dunston skins on a "scheme" and Newcastle punks (below) among the dozens of youngsters Brian Glover interviewed.



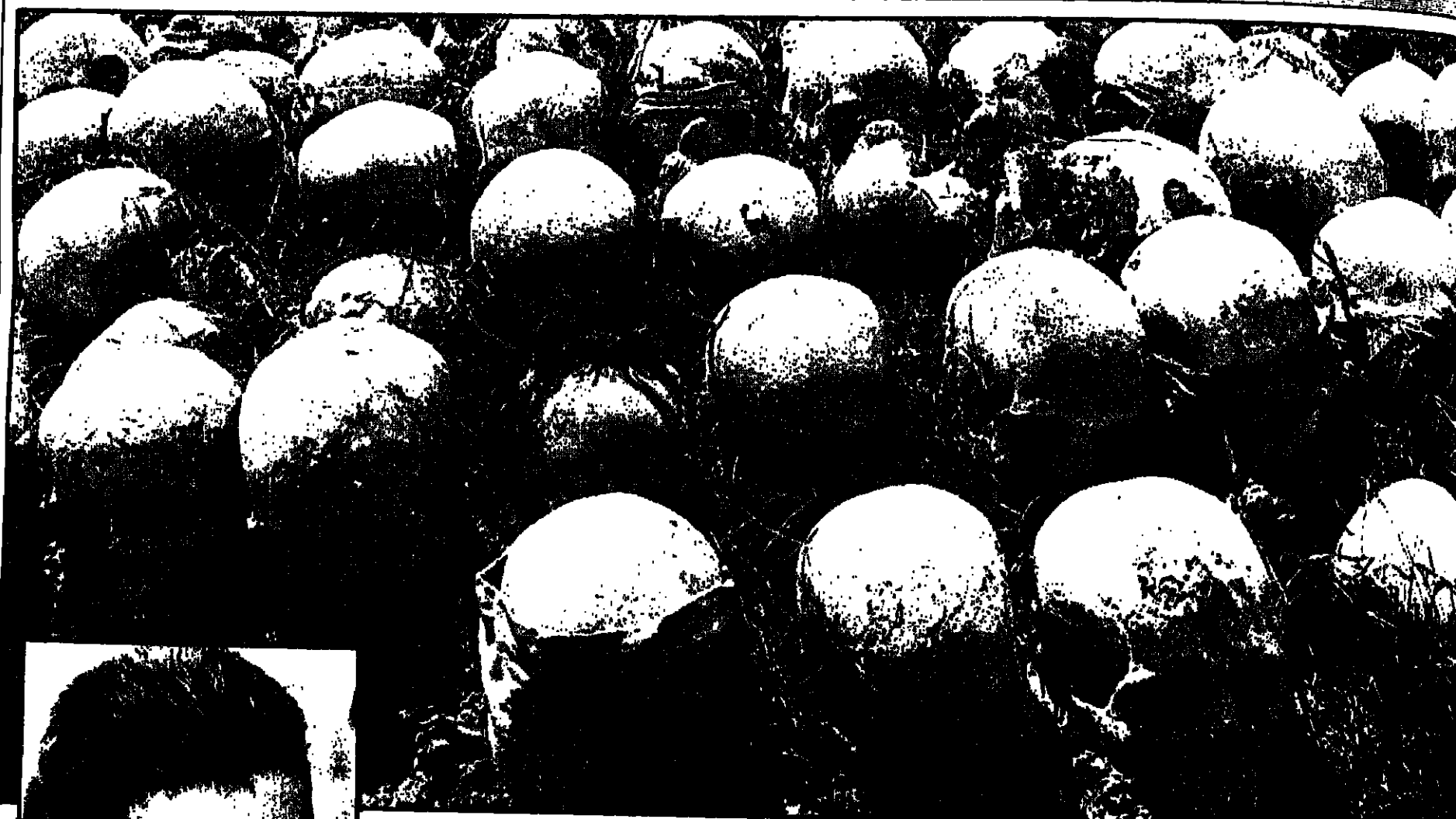
was at the Wallsend North Tyne College of Further Education, where everyone in the class had been interviewed on video by a panel of classmates and the teacher.

**'You never see a
Paki run in the
100 metres for
Britain — Blacks do**

If a conclusion can be drawn from these four who had found jobs, perhaps it is this. When teenagers leave school they must know exactly what they want to do, and that aspiration must be both realistic and based upon sound advice.

Next week: Homage to Jarrow

Review



Skulls discovered in a common grave at a village south of Phnom Penh; some still wearing the traditional Khmer headband. Inset: Pol Pot

The Quality of Mercy: Cambodia, Holocaust, and Modern Conscience. By William Shawcross. Andre Deutsch £12.95.
Kampuchea: Decade of the Genocide. Report of the Finnish Inquiry Commission. Edited by Klemm Kiljunen. Zed Press £14.95 and £5.95.
Red Brotherhood at War: Indochina Since the Fall of Saigon. By Grant Evans and Kelvin Rowley. Verso £20 and £6.95.

National calamities are becoming like the Olympics. If it's not a world record, it's a yawn. Man-made catastrophes, to fill the Oxfam collecting buckets, must be minimally describable nowadays as genocide or "another holocaust". Back in the autumn of 1979 Kampuchea fitted the bill. Remember *Blue Peter*? They hoped for £250,000. They got almost eight million. Few donors knew quite what they were contributing to, or what had happened. A communist monster, Pol Pot, had massacred, it was said, millions, emptied the cities, driven the survivors into the countryside, and abolished money. Puzzles arose: within a few months of *Blue Peter*, the somewhat embarrassed US, UK and China were supporting the ogre Pol Pot's bid for a UN seat, while the Vietnamese, who had crashed into Kampuchea on Christmas Day, 1978, and driven Pol Pot out of Phnom Penh, were everywhere (except Moscow) reviled as aggressors. No one in the West liked to be reminded of the applause which accompanied the Tanzanian invasion of Uganda, which had toppled another ogre, Idi Amin.

But it was still worth giving money to Oxfam and the rest; otherwise a couple of million starving Kampuchean would be dead: within months.

Was that true? One Oxfam man subsequently conceded, "the fundraising machinery was unstoppable". In December, 1979, also only a few months after *Blue Peter*, another Oxfam agent reported from Kampuchea: "I saw no evidence of famine, starvation, or serious hunger. In fact I

found it hard to believe that there had ever been famine or starvation on a massive scale in the parts of Kampuchea I visited... there are serious food shortages".

This extraordinary information and much besides studs William Shawcross's new book. He has been writing from Indochina for years. In 1979, in *Slideshow*, Shawcross exposed the deceit and ruthlessness of the US bombing of Cambodia (as it was then) which, he says in *The Quality of Mercy*, destroyed the society and made way for the murderous Pol Pot. Now he explores the international capacity for aid, often well-meant, sometimes polluted by international power politics, inter-agency ambition and wrangling, and the bottomless greed of those who realize what a bonanza aid is when no one bothers about accounting.

After the US/Kampuchean puppet Lon Nol was replaced in 1975 by Pol Pot, a French-trained intellectual, and his war-crazed followers, Washington saw the new rulers as part of the ultimate American nightmare: a Hanoi-dominated empire which would shortly begin knocking down the rest of the Southeast Asian dominoes. The US soon began comparing Pol Pot to Hitler, and even the liberal Senator George McGovern suggested an invasion to rescue the Khmers from genocide. Then Vietnam and Pol Pot fell out. Keenly anti-Vietnamese, the US and China backed about, and proclaimed Pol Pot's defeated forces the legitimate government of Kampuchea. Before long they were arming the ex-guerrillas. The Russian backed Hanoi, which established a client regime in Phnom Penh, staffed men who not long before had served Pol Pot.

All this, Shawcross shows, made for tricky rescue and aid problems. Hundreds of thousands of Kampuchean fled the Thai border, mostly to get away from Pol Pot. But some were Pol Pot's soldiers, keeping away from the victorious Vietnamese. The Americans oversaw the relief operations, partly out of humanitarian motives, partly to keep the Pol Pot regime from collapsing. This is a book about the politics of aid in Indochina.

the well-fed Vietnamese and their hungry clients occasionally warned the desperate aid administrators that the Kampuchean people would rather starve to death than take food from the same hands that fed anyone connected to Pol Pot.

The relief agencies were already in receipt of millions of dollars. They saw a great need inside Kampuchea and along the border. They spent the next three years, according to Shawcross, shovelling money and food in every direction and concealing from their donors the political infighting and, more distally, the fact that much food was either vanishing or sitting about. (Shawcross, however, affirms there was little evidence that the Vietnamese army was siphoning off the aid.) Nor could great agencies like Oxfam, which specialize in development, do much in the way of capital investment; since the Phnom Penh government was "illegitimate" in Western eyes, it proved impossible for the UN and others to start a true rebuilding programme. The aid people meant well, Shawcross makes plain. They saved many lives. But also "as a result, both the infant Heng Samrin (Vietnam supported) regime and the defeated Khmer Rouge had been made viable... nearly all the players used humanitarianism as a figleaf for the poverty or ruthlessness of their politics".

This book will make enemies for Shawcross. On the Left, some will hate it because the Vietnamese appear as more, or rather less, than liberators. Others, with different Left orientations, will dislike the portrayal of China which still refuses to admit publicly that Pol Pot is a mass murderer. Americans will protest that Shawcross heartlessness. The charities will find embarrassing Shawcross's accounts of their jockeying and prearrangement.

None of this diminishes the agony of Kampuchea. The Americans were responsible for 500,000 deaths (out of less than seven million people) and Pol Pot for perhaps a million. This is a book about the politics of aid in Indochina.

best and brightest, supported by five major groups, who lucidly and with amazing accuracy reach the same conclusions as Shawcross on his own. The Finns have made good use of their little army to supply dates, names, and statistics to answer their own question: "What really happened in Kampuchea during the 1970s?" Without making it quite as plain as Shawcross, they say many of the same things about the politics of aid.

Last year in *The Yellow Rain* the Australian sociologist Grant Evans largely disposed of American charges that the Khmers were using chemical warfare in Indochina. Now he, and another academic, Kevin Rowley, have written a substantial, well-documented account of the "Third Indochina War" in which the adversaries, principally Vietnam and Kampuchea, once fought together in the coalition which defeated first France and then the US.

Their central point is that present-day nationalism and the need for modernization are far more potent than socialist internationalism, and the similar down-to-earth motives, such as strategic safety, motivate Peking and Washington. Evans and Rowley discuss but set little store by historical explanations such as the long-term mutual hatred of Khmers and Vietnamese, or the chauvinism of the Chinese; in their opinion these possess little explanatory power. They emphasize instead the driving forces of fear, self-interest, and the need for alliances, no matter how ideologically impure. Their chapter on Peking's foreign policy is a masterpiece of the illusion of Chinese non-alignment.

The authors display an obvious bias in favour of the Vietnamese; they avoid touching on Hanoi's support for Pol Pot until he is unconvincingly attacking the Vietnamese borders; nor do they discuss the wholesale takeover of Kampuchean affairs by Hanoi's cadres, or the growing resentment of Vietnamese farmers on Kampuchean soil. But their bias does not undo their lucidly presented account of the politics of aid in Indochina.

Fool for Love. By Sam Shepherd. NT Cottesloe Theatre.
Six Men of Dorset. By Miles Malleson/Harry Brooks. Show Theatre.
Top People. By Richard O'Brien. Ambassadors Theatre.
An Honourable Trade. By G F Newman. The Royal Court Theatre.
Macbeth. Young Vic Theatre.
Blockheads. Mermaid Theatre.
Money To Live. By Jacqueline Rude. Royal Court Theatre Upstairs.

Fool for Love is set in "a motel room on the edge of the Mojave Desert" (Alison Chitty's design is a marvel of claustrophobic seediness amid arid wastes) and explores the tortured incestuous passion of Eddie for May, his half-sister. After 15 years of being his "yo-yo", she wants out: he does not. They fight verbally and physically. Roaring and wrangling punctuated by painful silences which expose the misery of their obsession. Counter-accusations reveal a family history of philandering pa and suicide ma. Is their memory faulty? Are they lying? The Old Man, watching outside the room (inside their heads), insists on putting his side of the story... finally breaking in on the room urging male solidarity on Eddie. But Eddie walks out, May goes in an opposite direction and pa is left with her date Martin. What is fact, what is fantasy? Under Peter Gill's tightly-screwed direction (an Charleson (Eddie) and Julie Walters (May) give explosive performances which are mostly riveting. It is an American "Huis Clos": every door slams an explosion echoing in hell. Lacking depth, showing its stagecraft (May conveniently disappears for

Eddie's overlong soliloquy), *Fool for Love* is a coup for the NT but no great play.

Six Men of Dorset, reduced and slanted in John McGrath's adaptation, isn't much of a play either: more dramatized history. Pam Brighton's slow direction and some bad acting blunts its edge, but the story of Tolpuddle's Martyrs speaks directly to our condition socially and politically. It is a worthy celebration of the martyrs' one hundred and fiftieth anniversary, a timely reminder that the law should be kept above politics, a fighting finish for 7:84 Theatre Company whose Arts Council funding is, shamefully, to be withdrawn.

Now withdrawn, *Top People* contained a scurrilous portrait of a living politician. *An Honourable Trade* contains two or more depending on the facts behind G F Newman's exposure of life among top people in government. Following his *Operation Bad Apple*, where chilling fact appeared nullified by overstatement, this latest attack on our masters takes off into fantasy. Basically we are asked to believe that an (admittedly "wet") Attorney-General commits double rape for fear of Margaret Thatcher who rewards him with the Woolfsack. Written in token-speak dialogue for dummies it strikes ineffectually at police corruption, political duplicity, public school old-boy network, for lesbian feminism. Richard Wilson invests the Attorney-General with humanity: Felicity Dean and Philip Voss as raped prostitute and psychiatrist (Tory candidate) effectively play cat and mouse; but it is deadly dull.

So, alas, is David Thacker's nerveless production of *Macbeth* which mixes black and white actors in battle-dress fatigues clambering about Jessica Bowles' strikingly bare setting. Malcolm Tierney, admired in *A View*

From The Bridge, is badly miscast as Macbeth. Alternating between snarling fl and mumbling pp, following the principles "when in doubt, shout", every speech is an embarrassed recitation "full of sound and fury, signifying nothing". His lady (Margot Leicester) invokes the murderous spirits like a suburban housewife at a table-tapping. The play comes to life in Lady Macduff's scene with Ross, Moira Brook's passionate despair and Wylie Longmore's humanity, both speaking clearly and with feeling, restore something to the diminished tragedy.

Diminishing is the word for *Blockheads*, a mini-musical about Laurel and Hardy. Taking too long to get started, full of engaging but unmemorable numbers, it tells their story in the course of a backstage conversation at the London Palladium, 1947. It appears that envy of Chaplin (whom he understudied for Karno) spurred Laurel to a fame which eluded him until Hal Roach teamed him with Hardy. Mark Hadfield and Kenneth H. Waller are good look-alikes for Stan and Ollie respectively, and once they start the old routines there is a touch of magic. Not enough to overcome the unsympathetic egotism portrayed by Laurel.

No lack of sympathy in *Money To Live*, a question and answer play, presented by Black Theatre Co-operative. Charlene succumbs to Judy's tempting and joins her as a go-go girl earning £500 pw. The morality of her exposing her body for money, inflaming men's passions and confirming their macho view of women's availability, and the morality of a society which encourages working girls to want easy money are called in question. Weakly argued, it owes a lot to its hard-working cast.

John James



Wild, exotic, and modern

George Stubbs 1724-1806. Tate Gallery until January 6.
Modern Masters from the Thyssen-Bornemisza Collection. Royal Academy until December 19.

In the company of the learned Reynolds and poetic Gainsborough, George Stubbs can appear as plain sober painter of the English rural aristocracy at ease with his horses and dogs. Yet there is a wild, exotic side to Stubbs' artistic personality that is not easy to reconcile with the analytical and methodical anatomist. No doubt it was an antique sculpture that initially inspired the series of pictures of horses fighting, attacked or devoured by a lion. In Stubbs' romantic treatment of the subject, it is William Blake who springs to mind not Alexander Pope. Other pictures reveal a similarly wild imagination: a leopard, a monkey, a lion attacking a man (above) which

is both an accurate record of the first to be seen in England and an image as compellingly strange as any by Dossanier Rousseau. Finest of all, however, is "Cheetah and Stag with Two Indians", where the rationalist and exoticist in Stubbs come together in the equalized tensions of a splendid design.

It is his remarkable qualities as a pictorial designer that raise Stubbs' more familiar sporting subjects well above those of his contemporaries. Persistently viewed at eye-level, his compositions are ordered with the finest sense of spatial interval, like the contracting distances between the men in "Soldiers of The 10th Light Dragoons", or rhythmically linked, like the undulating contours of "Mares and Foals under An Oak Tree". On occasions, as in "The Prince of Wales's Phoebe", Stubbs' control of foreshortening is so effective that surface and depth are reconciled in a thoroughly modern way.

to the Stubbs exhibition but all the modern masters on show at the Royal Academy are from the second largest private collection in the world, that of Baron Thyssen-Bornemisza. With a breadth that must be the envy of many public galleries, every movement and period in art from Corot to Lucien Freud is represented by up to half a dozen works each.

Of particular interest for us in England are the excellent examples of German painting: some splendid Blaue Reiter and Neue Sachlichkeit works, neither of which is very evident at the Tate. But the most remarkable thing about the collection is the number of pictures by artists not usually given much attention in the standard accounts of modern art; like Johannes Itten, Stanley Spencer or even Frantisek Kupka. It is the presence of their work that gives the exhibition its piquant flavour.

Michael Clarke

The Queen has sent several pictures

to the Stubbs exhibition but all the

modern masters on show at the Royal

Academy are from the second largest

private collection in the world, that of

Baron Thyssen-Bornemisza. With a

breadth that must be the envy of many

public galleries, every movement and

period in art from Corot to Lucien

Freud is represented by up to half a

dozen works each.

Of particular interest for us in

England are the excellent examples of

German painting: some splendid

Blaue Reiter and Neue Sachlichkeit

works, neither of which is very evident

at the Tate. But the most remarkable

thing about the collection is the number

of pictures by artists not usually

given much attention in the standard

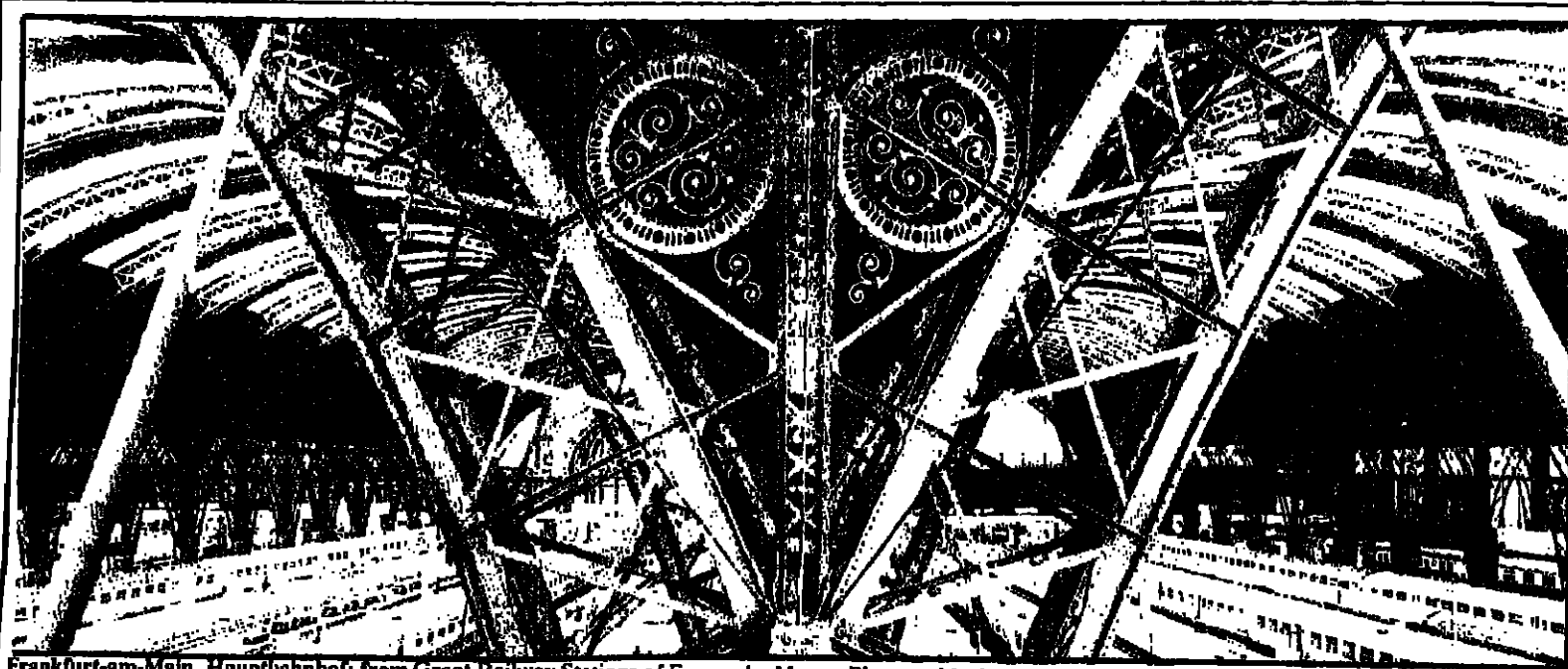
accounts of modern art; like Johannes

Itten, Stanley Spencer or even

Frantisek Kupka. It is the presence of

their work that gives the exhibition its

piquant flavour.



Frankfurt-am-Main, Hauptbahnhof: from Great Railway Stations of Europe by Marcus Bluney, with photographs by Manfred Hamm (Thames & Hudson £16.00).

Mice in the cheese factory

Edward Blishen at the Frankfurt book fair

No account of the Frankfurt Book Fair I've ever read has given any idea of its outrageous size. Outside the gates on the first day, in a press of publishers tumbling out of taxis and trams, I was hailed by a friend: "What are you doing in this mad place?" She meant that since I wasn't myself a publisher, no one could blame me for keeping my distance. In fact, I was there to make a programme for the BBC's external services. It was my fourth visit, but I had lived life to the full without ever seeing anything quite like this. Largely because there is nothing like Frankfurt in October, when 6,000 publishers arrive with nearly a million books and occupy seven immense halls. On an earlier visit I asked the American writer Kurt Vonnegut if it didn't inspire in him something like book-nausea. "No," he said. "But then I am accustomed to industrial products."

No one can carry away a coherent view of the event. Even for the grandest publisher, it's like being a very small mouse let loose in a very large cheese factory. John and I had a plan of action related to the special preoccupations of the book programme we assemble weekly. This is recorded in London, then copied and airlighted to some 30 stations round the world, which use it on their domestic air. In 11 years I have heard it once, and then by mistake; and only by the accident of my being at the time in Australia. John and I wanted, as usual,

to be central and peripheral at once. We wanted to transmit some notion of what was being achieved by the 10 countries which occupy over 90 per cent of the space at Frankfurt. But we also wished to reflect the condition of the 302 other countries that live, or attempt to live, on the fringes of that enormous literary fatness. So our noses took us to odd and, sometimes, distressing corners of the fair. Here, too predictably, was an African or Caribbean or Asian country that, despite the support now received from the prosperous 10, had been unable to afford to turn up. If there are reasons in this setting for the town mouse to feel small, it's understandable that the country mouse should sometimes be invisible.

Actually, we started with computers. Peter Weidhaas, the fair's director, insists that the fair is still 98 per cent books. I can only say that I've never seen the green twinkling of so many television screens, or such a widespread reference to software. The old princes of print (we talked to CUP, for example) are working their way up from a new position as technological peasants. There seems to be a universal confidence that, finding itself alongside these flickering marvels, the book will survive. A publisher from Singapore made my heart sink rather by suggesting that books designed to be no more than entertaining might be superseded by "the tube". (My horror arose from a suspicion that I am a creature made to be no more than entertained.) But it seems to be agreed

that mere literacy will see us through for some time yet. Only the mainland Chinese were a little rueful about being still some way behind in this "electronic revolution", as Peter Weidhaas called it. The head of their delegation talked to our tape machine with his colleagues sitting alongside him, a delightfully giggling group. "We must produce," he said, suddenly grave, "a great many textbooks, because we have" - he paused as if about to put my credulity to the test - "a very large population." They all chuckled and nodded their heads, as if to reinforce the assertion. If anyone needs chips, it's the Chinese.

But there are confusions in this field, as the twenty-first century begins to breed out of the twentieth. This being 1984, Orwell provided the fair's special theme, in a hall then I thought blatantly un-Orwellian. There was no fun in it and no great fearlessness either, despite the presence of the winning entries in an art competition that had produced books bleeding, books stuck through with nails, books caught in rat-traps. I found myself imagining the display that Orwell would have written for *Tribune*. Outside stood the wooden shape of an animal, opened to reveal a metal press. Any resident of Frankfurt was offered free entry to the fair if he brought his television set to be crushed. The explosion of cathode ray tubes was a steady note in the general hubbub. "Luddite anti-technology!" cried the American writer Robert Silverberg, met on a German publisher's stand.

Five hundred years ago they'd have been burning books, he said. But all that seemed luxurious enough when we found ourselves at one of those empty Third World stands. Or when a Zambian described how the lack of foreign currency meant they couldn't even buy paper. They have children queuing up for textbooks, and a long and helpless backlog of authors waiting to be printed. Walk away from the main bustle of Frankfurt and you are soon reminded that families are not merely physical. A country three times the size of Britain may be represented by a single stand exhibiting a handful of ill-printed, paper covered textbooks.

On a sunny Sunday afternoon John and I escaped from the Messagelände and walked through the centre of the city, which virtually ceased to exist in March, 1944. Even the house Goethe was born in, worn stairs, flimsy smell and all, is a reconstruction. Old curving roads are now lined with glass towers. From the riverbank gardens, a glowing yellowness of fallen leaves, we walked into the city's art gallery, with that cheerful effect such a transition sometimes offers of life and art being barely distinguishable. We fell for a little Renoir, of a child whose face was a flower and whose hat was a flower-bed. She was reading. We thought, in this brand new ghost of a city, of the overwhelming way in which books were offered to the children of the developed world, and of the parched offer made to the children of the rest of it.

Modern myth

Mister Merlin, Flying Tortoise Theatre Company

There is something sad and more a little patronizing about *Mister Merlin*, the children's show which Flying Tortoise are putting around the country on an Arts Council tour. It is not the play itself (which is very unexceptional but will be on the shelves until next spring), it's the underlying assumption.

As its title suggests the show draws heavily on Arthurian legend: indeed it is essentially the replay of an epic battle fought between Morgan le Fay and Merlin the wizard. They do, however, get their hands dirty in the version. Standing on the sidelines they watch as a contemporary Merlin called Gwynny and her human friend called Lancelot storm the castle of Mysteries, brave the Tunnels of Death and generally risk life and limb on an eventful journey to Camelot. The one no doubt to marry King Arthur, the other to become his right hand knight - the similarities between Gwynny and Guinevere and Lancelot and being too close to ignore.

Not that they show up in the Flying Tortoise seem to have taken the view that the real Arthurian legend are far too boring for today's children. All they are interested in is a computer. After all, hence the chunks of Arthuriana (Lancelot and Guinevere didn't blunder around like the Babes in the Wood, as far as I know) as presented in the form of a computer game. Gwynny is a modern child at the whole shebang no more than a dream she has slumped over a keyboard of her souped-up BBC.

"Is't come to this already?" is really the case that the way in which a eight-year-old's heart is thrown in a mainframe; that he will enjoy the penitence of a computer game? Set not.

Hugh Durr

Good news

Believe It Or Not, Talking Steps TIE Company, Birmingham

A witty, knockabout, 60 minute performance from this small company which specializes in clowning and more serious aspects of a media studies project for 13 to 16-year-olds in Birmingham's senior schools and colleges. At Bishop Walsh RC School last night the show might have swamped the serious points it contains - on newspaper production and coverage of news, which followed. Prompted by Alan Heap, this ranged over the "loids" skill in "making something of nothing" and their obsession with "vital", "personality" stories, editorial power in selecting and editing, and demonstrated in the show, attempts to define what news is ("anything that concerns or interests people") and the fifth former's suggestion, and the problem of bias. "I often get the impression that news is being used by governments and parties" from one sixth former summed up the general view of believing what you read in the papers which characterized the mood of the audience.

A disappointing static exhibition (left) in the school foyer, further diminishing its chances of adding impact to the performance or sparking off the points for discussion, and an excellent teachers' pack containing useful information (the NUI Code of Copyright makes a likely springboard for further discussion), opinions and ideas for practical work are included in the project, as are opportunities for study days in the Birmingham Post and Mail and visits to classes of reporters from local papers and radio.

Nick Baker

Next week

Annette Kobak reviews biographies of John Lennon and the Stones

For details about the project, available in Birmingham and the West Midlands until the end of November, telephone 021 430 4108.

Tony's scrap book

Writings on the Wall: A Radical and Socialist Anthology 1215-1984. Edited by Tony Benn. Faber & Faber £9.95 and £4.95.

There are at least two modalities in which to write on walls. One is demotic enough, the self-expression of those to whom other media are denied, the chalk and spray can of the verbal graffiti artist. The second, more imposing, takes its cue from that portion of a hand that is inscribed upon the plaster of the wall of King Belshazzar's palace the salutary news that the Chaldean monarch had been weighed in the balance and found wanting, that God had numbered his kingdom and given it to the Medes and the Persians.

Mr Benn's anthology of radical and socialist edification is poised a little uneasily between these two styles. No one who can get their personal scrapbook issued so handsomely by the publishers of T. S. Eliot can be altogether convincing in the pose of a graffiti artist. But any major radical politician (and especially one with Mr Benn's vocal regard for the Christian roots of British socialism) might find it invigorating to identify himself with the tenacity of the Almighty. Since Mr Benn is reputed to be a moderately wealthy man and since he is politically too prominent and too heavily engaged to have any great excess of leisure, since he has written several books before and since he required the services of two research assistants to bulk out the contents of his scrap book in this instance, his principal motive in its publication can hardly have been one of normal authorial greed or personal vanity. And since he undoubtedly is a very important politician, perhaps even important enough, with a little help from his friends, to destroy the possibility that the Labour party will ever again be a natural party of government - it is reasonable to wonder just what political message he intends it to convey.

There appear to be two relatively distinct contributions which the excerpts themselves are designed to make. In the first place they record and focus a British radical and revolutionary tradition "to set against the prevailing political culture" and disabuse the victims of the view that those who confront oppression boldly are "propaganda of some foreign creed which has no roots in our own national history". In the second place they reinforce the outraged emotions of oppression's foes with "a scientific analysis of the role of class", a "rival analysis" to the intellectual underpinning of the prevailing political culture. No one (except perhaps a professional historian) need take violent

Testy monarch

Lord Liverpool, by Norman Cash. Weidenfeld and Nicolson £16.95, 0297 78453 6.

Fewer and fewer of our less well-known Prime Ministers remain wreathed in biographical obscurity. In the last 20 years, Addington, Aberdeen, Campbell, Bannerman and Botsford have all been freshly flooded into a generation that knew them otherwise only by name.

Now Norman Cash, celebrated for his impeccable two-volume biography of Peel, switches from the shadows of office from 1812 to 1827. Robert Banks, Jenkins, the Second Earl of Liverpool.

What sort of man was he? Courteous, honourable, uxorious, commendable straight in all his dealings, and what sort of a politician? Patient, diligent, reliable, commonsensical to a degree - above all, adroit in managing Parliament, a testy monarch (George IV) and incompatible colleagues, whose differences he muffled, even if he could not altogether compose them. True, he lacked vision, imagination and enterprise, especially over Catholic Emancipation and "was an enemy to all plans of general reform" at a time when such episodes as Peterloo (1819) were demonstrating that general reform was inevitable. Nevertheless, he was PM when Boney was finally beaten, steered the nation through the breakers of the royal divorce scandal (largely by sitting back and abandoning the tiller). By the time a cerebral haemorrhage terminated his incumbency, Britain was slowly, after the ghastly decade of post-war depression, struggling through to greater prosperity.

By no means then, a mere cipher - but not a man to get excited about either.

Marion Figg

Safety in Numbers, by Nicholas Faith (Hamish Hamilton £5.95), deals with what the author calls the "mysterious world of Swiss banking". It is racy and readable, strong on details of episodes concerning individuals and their transactions. But is it reliable? His brief account of the collapse of the Credit Anstalt raises doubts.

The Supply Side Solution, by Bruce Bartlett and Timothy Roth (Macmillan £20.00 and £7.95), is a collection of papers with a general introduction, and introductions to each of the papers, by the editors. The articles are all from the US and are, with only one exception, about the US. A useful collection - but it takes a long time to say that taxes affect supply as well as demand.

The Times on the Economy, by Frances Williams (Collins £2.50), comprises articles from *The Times* written by Miss Williams between 1979 and 1983. Miss Williams's work is always notable for clear presentation of the views of the day. It is for putting a little flesh on the bare statistical data rather than for analysis that this book is useful.

Geoffrey Wood

BOOKS

To a man

Men: The Male Myth Exposed. By Mary Ingham. Century Publishing £8.95.

In *Now We Are Thirty* Mary Ingham wrote about the advance into adulthood during the Sixties and Seventies of a number of women she had known at school. Her new book is rather more ambitious. Meant as a companion to the earlier one, it sets out to tell the whole dismaying truth about men.

In chapter two Ingham focuses on a few cases of anti-chauvinistic men who have become involved fathers. In-

creasingly, however, the book reverts to generalization and develops into an indictment of the whole male sex. Men, she claims, are characteristically workaholics. Unlike women, apparently, they fear intimacy and have few, if any, real friends. The root of the trouble, we learn, is that men suffer from an "unresolved gender identity crisis".

A social scientist by training, Ingham presents her case with an air of academic rigour and all her points are said to be confirmed by surveys. Yet ultimately the book is seriously lacking in detail. It is more polemic than real research and it is depressing to think of it falling into the hands of readers who may be impressed by its flourish of footnotes.

Neil Berry

New School Library Books for the Autumn

Two new series Communities in Britain

The three books in this series provide a wealth of background material for teenage readers on the history and modern-day experiences of different communities in Britain. Each book focuses on three families from different walks of life, living in different parts of Britain today. Each author has got to know the families who have contributed their personal experiences to the books. These families cannot be representative of the whole community, but they do provide a real-life introduction to the variety within it.

The Chinese in Britain Anthony Shang 07134 42360

The Jews in Britain Ian Bild 07134 42174

The West Indians in Britain Dave Saunders 07134 41274

Price £6.95 each Hardback 72pp 50 illus

Just published

World Religions

These books are an excellent source of information for O level and CSE students wishing to find out about specific topics relating to the different world religions. They are in dictionary format with over 100 entries arranged alphabetically for easy reference. The entries are concise and comprehensive. Over half the entries are illustrated with photographs which show each religion as it is practised today.

Hinduism Pat Bahree 07134 36549

Judaism Angela Wood 07134 36565

Price £6.95 each Hardback 72pp 50 illus

Available: December

Forthcoming: Islam Richard Tames

Three new titles in the Finding Out About series

These exciting and lasting useful books designed for the 10-14 year old reader examine various history subjects by looking at the original sources. Readers will learn how to find, understand and use different kinds of source material. Ideal for both class and individual project work.

Finding Out About Industrial Britain

Madeline Jones 07134 43337

Finding Out About 1930's Britain

Cherry Gilchrist 07134 43329

Finding Out About Victorian Country Life

Michael Rawcliffe 07134 3510

Price £5.50 each Hardback 48pp 30 illus

Available: November

Pottery Designs David Close

The author presents an introduction to the basic techniques involved in hand-building pottery through a series of projects which include Slipware; Pinched Pottery and Primitive Firing; Slabbed and Colled Pottery; Modelled work and Pressed Moulded Pottery. The projects offer scope for further development and individual interpretation.

£6.95 72pp 85 illus Hardback 07134 02970

Available: December

Batsford 4 Fitzhardinge Street, London W1H 0AH (01) 486 8484

Hall of fame

Toynbee Hall: The First Hundred Years. By Asa Briggs and Anne Macartney. Routledge & Kegan Paul £15.00. 0 7102 0283 0.

The first time I was at Toynbee Hall was in 1933 at a children's party (where it was whispered to me that I should put my present back in the tub as the other children were poorer than me) and the last time I was there was in 1973 at a meeting to honour the centenary of the anarchist propagandist Rudolf Rocker, founder of the Yiddish paper *Arbeter Fraynt*.

Now the old hall itself is 100 years old, its mock-Elizabethan red-brick architecture and quadrangle dwarfed by its new buildings and extensions in what was always intended to be a pastoral backwater in Commercial Street. Canon Barnett conceived it was a "university settlement" in the very year of the famous anonymous penny pamphlet, *The Bitter Cry of Outcast London*, and of course the very phrase carries overtones of the rich and educated patro-

nising the poor and ignorant.

Yet Toynbee has survived, and its residents have included generations of pioneers of social reform and social welfare, from Attlee and Beveridge to Denis Marsden and Tony Lyness. Inevitably this centenary volume has to catalogue the innumerable illustrious and humble names associated with Toynbee Hall, but it is also intended as a report to its Council to help them determine policy for its future, which is why the final chapter is called "Unfinished Agenda". At a time when the whole future of social welfare is in question, however, when we are all aware that there are no easy solutions to social problems in either the statutory or voluntary sectors, they hope that Toynbee will continue to be a sounding-board for new ideas and practices.

The book will certainly revive memories for vast numbers of people who have been associated with Toynbee and who remember its longest-lasting Warden, the delightful and witty Jimmy Mallon, "the most popular man east of Aldgate Pump".

Colin Ward

The role of the rabbi

If Only My People: Zionism in my life. By Immanuel Jakobovits, Chief Rabbi of the British Commonwealth. Weidenfeld and Nicolson £15.

The title "Rabbi" is conventionally understood to be the Hebrew translation for "teacher". Yet originally rabbis were expounders and interpreters of Judaism. Their role became institutionalised in the Middle Ages through absorbing a necessary teaching function as spiritual heads of Jewish communities. In earlier times, they earned a living as carpenters and cobblers, but were held aloft by their peers through moral and spiritual leadership. With the innovation of the rabbi as teacher, employment by Jewish communities changed that role. Indeed as Chief Rabbi, Sir Immanuel Jakobovits should essentially don the mantle of a veritable headmaster. Yet as this autobiographical work indicates, he is not a man imprisoned by his reputation and high office, but a social critic with roots firmly planted in orthodox Judaism.

He is clearly attracted to the original role of the rabbi and indeed accuses the rabbinical fraternity of abdicating their position as mentors and teachers in the governance of Jewish society and the definition of the Jewish pur-

pose. While he has a vested interest in promoting the orthodox religious viewpoint, he opposes the increasing fundamentalism of many orthodox figures, believing that rational reasoned dialogue is the correct path. His interest in Jewish education has manifested itself in a plethora of institutions established over the last two decades. It is perhaps not a question of assimilation that he perceives as a danger, but an alienation through lethargy and ignorance. Rejection of cultural identity often offers an easy way out to an ethnic minority and the Jews are no exception. In the Jewish case it is often a surrogate for the conventional rejection of a parental lifestyle. Indeed, the Chief Rabbi comments that "without intensive Jewish education there would in future be no Jews".

In addition, he argues many issues with which numerous Jews - and specifically in the non-Orthodox camp - would passionately disagree. The controversies of abortion and "Who is a Jew" are but two. On religious issues, he is a traditionalist, while politically he is a liberal. Few rabbis have arrived at that independent position. His moderate stand on the Israel-Palestine problem earned him many opponents. As a supporter of the religious peace

movement in Israel, he suffered gross distortion of his views by sensational abuse from Israel's domestic press. In documenting in detail fantasies of the news media, he shows that he can argue his case cogently without resorting to lies and defamation. This is in sharp contrast to the then Askenazi Chief Rabbi of Israel, a well known Jew who during one confrontation called upon the Jews of Britain "to open Dr Jakobovits".

His considered deliberations are cited by excerpts from sermons and talks are tempered by the psychological temperature of his day. His turbulent past perhaps, but a conventional conservative either, he pointedly reiterates his belief in the universalist dictum of the prophet Isaiah that the people of Israel should be a light unto the nations. In respect, he makes a fundamental distinction between a State of Israel and Jewish State. This book will be of interest to both Jews and non-Jews, religious and secular, in that it is a quietly iconoclastic in dismantling accepted wisdom and imagery on Jews and Israel.

Colin Shindler

Displaying potential

A Handbook for Teaching African Literature. By Elizabeth Gunner. Heinemann £7.50. 435 922602.

In recent years the teaching of African literature in schools has slowly gained acceptability. Its benefits have been argued on three main grounds: African literature for its own sake, the need to broaden out the curriculum in the context of a shrinking globe and the need to educate children for life in a plural society.

There has been resistance, much of it of a small-minded variety, which detected threat rather than potential in African writing. This is not surprising because much contemporary African writing looks critically at Britain's imperial and colonial past.

For a number of years now Elizabeth Gunner has energetically run workshops for teachers in many parts of the country, through which she has sought to demonstrate her main thesis. This is that African writers, including writers who have written initially in French, present no greater difficulty for schools in the language that they use, the cultural complexity of the setting of the plot or the development of the characters than other sources of literature.

As a result of experience gained through her workshops she has narrowed her focus to 11 works taken from West, East, Central and Southern Africa. (She concentrates only on sub-Saharan Africa.) Each text is assessed for its appropriate level of use, there is a biography of each author, the setting of the book is placed into context, the plot analysed and very

thorough hints given on how to use it. It is a book for the classroom practitioner.

One of the main obstacles to acceptability of African literature in schools has been the attitudes of examination boards. Two particular criteria have generally been put forward by which to assess the suitability of recommended texts: it should be possible to set at least 11 questions on it and its inclusion in examination should not be seen to confer any unfair advantage upon one cultural group.

In her guide, Elizabeth Gunner meets these criteria and has shown how African literature can be taught and her book should be on the shelf of any forward-looking teacher.

Peter Rogers

lingo

The name of the President of the United States has, over the last few years, given us several different examples of how English can invent and construct words when it feels it needs them. Some of the expressions - we might call them Reaganisms - on the list of nouns, verbs and adjectives collected by Willis Russell and Mary Gray Porter of the University of Alabama will doubtless be dismissed by those who are disturbed by that sort of thing, as jargon, Newspeak, or just plain Americanisms. None the less it is an interesting collection and some have already become part of the English language on both sides of the Atlantic.

Anti-Reagan is one that few would quarrel with linguistically, illustrating as it does a quite normal use of the prefix (in expressions like "the anti-Reagan vote", "anti-Reagan Republicans"). *Reaganomics*, as in "the Reaganomics monetary policy" is a word which is used in the British media and apparently it has also given us an adjective, *Reaganomic*, as in "the impact of the Reaganomic budget cuts". A bit more of a mouthful is the noun *Reaganometrician* and it's none too clear exactly what this refers to, though presumably it's someone who keeps an eye on *Reaganomics* and is a student of the subject *Reaganometrics*. *Reaganism* is perhaps more readily understandable being an abstract noun for "the political, social, and economic ideas espoused by Ronald Reagan as Governor of California, candidate for the Presidency of the USA, and President of the US".

If you support the President you might be called a *Reaganite*, or even, if you're a member of the party, a *Reaganaut* ("When the Reaganauts

recently needed votes in the Democratic-controlled House..."). There is an adjective, *Reaganesque*, and a transitive verb *Reaganize*, meaning to do with in the manner of Ronald Reagan and his far back as 1969 someone managed to say that "the Nixon Administration may think it's a good idea to Reaganize this issue". Even Nancy got in on the act: discussing talking rather than politics one magazine came up with a few possibilities for wearing, including "a blazer in Reaganian for the dinner-party host".

Paul Harvey

CONTRIBUTIONS TO A RENEWAL OF LANGUAGE LEARNING AND TEACHING

Some Current Work in Europe

Published by the Council of Europe in paperback at £5.00. Available from HMSO bookshops and agents.

Wanderers

Isak Dinesen: A Bedouin Boyhood. Allen & Unwin £8.95. 0 04 933011 9.

"Now that I am bespectacled, blue-suited, smart... have a fair-sized desk at the Ministry... I am far from my beginnings and only sometimes just a little nostalgic of soul."

In his beginnings Isak Ibn-Abdullah Dinesen used to keep the sheep on bedouin Arabesque where his tribe of cut-off from the modern world lived in the centre of what is now Israel. When he came back from school at the end of each term, he was never quite sure where his tribe would

have set up their tents, although they did not wander very far. And always he came back, not just to his family but to his tribe until the day came when they lost their land and with it their unity and identity as they scattered throughout the glades and the camps. "It is land, and land only, that can keep people together," one said and he said to him.

This book is written without bitterness or resentment. We are told instead of the exuberant dancing of the men and the rhythmic beating of the *milbah* as the coffee is ground. Episodes of childhood, tales told by the old men, stories of hunting, courtships, marriages and tragic deaths are recounted so simply, partly perhaps because English is not the author's native language, that the artistry can easily be overlooked.

Katya Watter



Pop the question

The Facts of Life. By Jonathan Miller and David Pelham. Jonathan Cape £8.95. 224 02242 3.

Let me put my cards on the table: as an amateur paper folder, I really admire pop-up books; as a primary teacher, I welcome serious attempts at sex education; as an ex-biologist, I am always searching for biology books for young children. But the minute I've finished writing this review, I'm going to dispose of *The Facts of Life*. In fact, I can hardly wait.

The best thing about it is that it's certainly the shortest book I've ever read - only six pages, or do I mean spreads? - which works out at £1.49 a page. It takes quite some time to cope with each spread, so you do get your money's worth in one sense, because the print is so minute; and worse, not black on white, as that old fuddy-duddy Cuxton has led us to expect, but white on black, and very hard on the eyes. Another boring old convention these dare-devils have dispensed with is the left-right, top-to-bottom of reading. These pages are just all set about with paragraphs, like the fever trees around the Limpopo river, and you can read them in any order you choose. But then, according to the front cover,

it isn't a book, it's a three-dimensional study, so it has to be different.

To get the full picture, you need to know about some of the pop-ups. Page 2 is strictly for the non-squeamish; it's a very 3-D version of the male sex organs, in colours that would make a Playboy centre-fold look pale and misty. There's a section cut through everything in sight, including parts of two bodies in *flagrante delicto*. Wasn't it a nice touch to colour the male body blue and the female one pink, so you can tell who's who? And I wonder whose decision it was not to allow the paper-engineers to elevate the penis into what the Lord Chancellor, in censoring earthy stage-directions, used to call "the erotic angle". Page 4 is even worse. Six writhing sperm, each a good ten inches long, the sole remaining representatives of "the huge fleet advancing in the warm darkness are attacking a quivering egg-cell. Why are they so big? Well, that's because paper-folding can't be done with bits of paper small enough to "give a more realistic impression of the real size of the sperm," or so I gather from the caption beside a seventh, nearly invisibly small, sperm in the corner.

This is quite discreetly coloured - a Picasso pink and blue effect; but the prose is purple. It makes a particularly bad impression, because, to be fair, someone in the editing department has done a good job in keeping references to the foetus to a strictly neutral - though hardly accurate - "it", thereby spiking the guns of stropky feminist reviewers looking for trouble. But the editor must have been asleep when he passed the following section. It's a description of "the perilous journey (of the sperm) through the narrow passage of the cervix... Most of them drop away exhausted but there will be more than enough survivors when the time comes for the final assault." (my exclamation mark). In case you're in any doubt as to whose side the author is on, there's a little more elaboration. It's all very well for the egg you see, which "merely drifts downstream with the current"; she can afford to be more "gentle" than the "successful candidate" for penetration.

Let's move briskly on to page 6, and the sombre conclusion, as "the new-born child tumbles into the chilly din of the world where it must lead the rest of its life". Shades of shades of the prison house; and, in a way, I sympathise with the note of gloom if this particular specimen is going to be typical of the world of books "it" has been born into.

Mary Jane Drummond

CHILDREN'S LITERATURE

Messages. By Marjorie Darke. Viking Kestrel £5.95. 670 80149 X. Ghostly Companions. By Vivien Alcock. Methuen £5.95. 416 49330 0. Shades of Dark. Compiled by Aldan Chambers. Patrick Hardy £5.95. 7444 0019 8. The Ghosts of Galloway Cross. By Terrance Dicks. Blackie £6.50. 216 91643 7. Ghosts, Witches and Things Like That. By Roderick Hunt. Oxford University Press £6.95. 19 278108 1.

Once upon a time, story-book ghosts were content to haunt desolate mansions, misty swamps and forgotten attics. Now they live in electric typewriters, tape-recorders and talking dolls. Their authors have also discovered that social realism gives added conviction to an unlikely tale. Consequently the young hero or heroine is less likely to be visiting the traditional strange relative but more worried about GCE, about being nick-named Tiny Tits ("I'm not flat-chested, in fact I've got quite a respectable pair") or about having a baby niece changed by the faeries for a white child.

These last examples come from an excellent new collection of "shivery tales" by Marjorie Darke, *Messages*. In this new world it is Leroy who loses his niece and Ahmed who figures in a cryptic tale in which the angel Gabriel quite literally picks up the heroine.

Besides worried Tiny Tits (who, while on a fun run, scolded the ghost of a navy with her cutaway shorts), the ghosts themselves have been modernized, such as the one that arrives within a mail-order dress. More conventional are the ghostly skeleton (except that this one is in a school science lab) and the broomstick in "A New Way with Old Transport" which allows sixth formers Harry and Bill to get to school on time even when they have got hangers-on - and how's that for social realism? Apart from one story which I hope is meant to be a parody of pony club tales, this is a varied and entertaining anthology; just the book for reading aloud when it starts to get dark during last period of Fridays.

Vivien Alcock's collection *Ghostly Companions* is for a younger age range. Her stories are not unsophisticated however. There is a boy who becomes a victim of the Marcellus myth, a dance of death at a Victorian masked ball and a retired typist who haunts the keyboard of her young successor. Happy, reassuring endings are not automatic in Vivien Alcock's stories which makes for variety but there is a slightly contrived quality about her style which tends to remind the reader that this is of course "only" fiction.

If Aldan Chambers' collection *Shades of Dark* is particularly strong, then that is no wonder since he has picked stories from such writers as Jan Mark, George Mackay Brown, Lance Salway, John Gordon and indeed Vivien Alcock. George Mackay Brown's story is an agreeably benign Orkney haunting, Lance Salway is a vicious black mood while John Gordon describes East Anglia to write about George vacuums in Cumberland. We also hear "The Devils Laughter" on a Greek island and follow the course of a

post-mortem love affair in a college of art. Apart from their ghostly element, these are excellent short stories in their own right.

The full-length ghost novel is less common and even *The Ghost of Galloway Cross* begins by appearing to be three separate and only loosely interwoven stories. It is tempting, simply because its author, Terrance Dicks, was script editor of *Dr Who* for five years, to look for comparisons with that serial. In fact the similarities leap from the page: paranormal manifestations from the past and modern international revolutionaries are defeated by a group of young people who are aided only by a dotty professor and the SAS. However, with good dialogue and a strong storyline, it reads seductively well.

Ghosts, Witches and Things Like That is exactly the sort of book you would devise if you wished to agitate members of the Association of Christian Teachers. It was they who, a year or so ago, published a leaflet which suggested that the observation of Hallowe'en in schools "disturbs the polarization of good and bad" and can be an introduction to "something very nasty below the surface of our society". *Ghosts, Witches and Things Like That* is a beautifully illustrated anthology of Hallowe'en games, recipes, stories and pranks (together with warnings about going out to play trick or treat). In fact, it is so gorgeously gruesome in places that you do begin to see what the Association of Christian Teachers is on about. Whether you see it all as harmless fun or an introduction to satanism, it can at least be accurately described as seasonal.

David Self

The illustration is from *Ghosts, Witches and Things Like That*.

Wide of the mark

Let's Get It Right: French. By Tony Whelpton and Daphne Jenkins. Longman £1.50. 0 582 33161 7. Modern French Passages for Translation. By C W E Kirk-Greene. Basil Blackwell £1.95. 0 631 90670 3. The French Connection. By Norman Suskind. Yale University Press £16.00 0 300 03157 2 £5.95 03158 0.

There is a large number of books on the market for teaching French, especially at roughly O level standard, so one might expect a certain degree of specialization and careful market research by publishers before adding to this field. Each of these three books suffers some uncertainty about its target readership.

Let's Get It Right, designed for examination revision, is the best from this point of view. It covers some grammar points (tenses, negatives, pronouns), gives hints and practice on oral tests, dictation, comprehension questions and translation, and ends with notes on improving written style by linking sentences and varying constructions. Students and teachers will find much of this material useful. But this is by no means the only revision book of its kind, or even the most comprehensive, and the section on tenses includes an exercise on the productive use to the past historic, which is not required by most examining boards at O level.

Modern French Passages for Translation is designed "to give students practice... so that they may acquire themselves well in examinations". What students? What examinations? Why should I have to read the whole book before I can guess? As a teacher I don't have time. As a reviewer I expended some effort (with growing resentment) and am still unsure. The first section, of literary passages, some of which are similar to those given in O

level exams, are too difficult for most candidates at that level (by number 4 we are looking through the pockets of a murder victim which contain "des objets hétéroclites... une pipe très coquette et une baguette à tabac"). The journalistic extracts for A level might suit some teachers for A level classes but even these contain unnecessary translation difficulties, despite the helpful notes. I would enjoy setting a few of them to Mr Kirk-Greene, under exam conditions and without allowing him access to his pipe or his *baguette à tabac*.

Norman Suskind believes that

Robin Buss

Words and Pictures Debates

A new series designed to help young people to form a balanced and well-informed opinion about some of the major controversies and issues of today. As well as factual information, the books also contain interviews and extracts presenting different points of view and highlighting the contentious issues.

The Use and Abuse of Animals **Disarmament** **Nuclear Energy** **World Conservation** Each £5.50

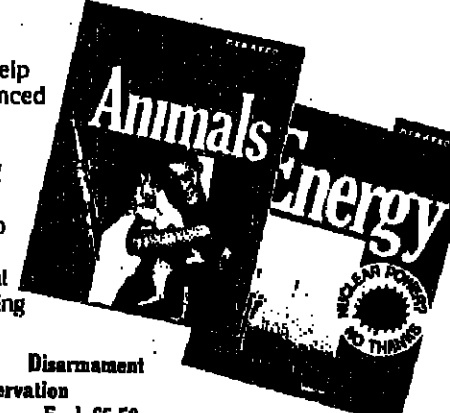
CAMERA AS WITNESS

Old photographs provide a unique record of life in the past. This new series uses photographs as a documentary resource to look at aspects of everyday life from c. 1850 to the present day. By using old photographs as a serious historical resource, the books provide a bank of original documents that are relevant and interesting to children.

Going Shopping School Days Each £5.50

For further information about, or inspection copies of *Debates/Camera as Witness* please contact the Publicity Department I, Macdonald Educational, Maxwell House, 74 Workshop Street, London EC2A 2EN or telephone (01) 577 4673

Macdonald Educational



Fact diet

SMP 11-16
Level 3 Reference Pack £22.50
Level 4 Reference Pack £17.95
Accompanying answer books, learning aids, available separately. Individual booklets are also available in packs of five copies of any single title. Average price £2.25 per pack.
Cambridge Educational.
Maths 1 - O level revision cards
Pan Study Aids £1.50.

Opening an SMP 11-16 reference pack reminds me of Christmas stockings long ago - there are so many colourful and exciting goodies. It is difficult to know what to look at first.

Roughly speaking, levels 3 and 4 are intended for the second year of secondary schooling and together with levels 1 and 2 (previously reviewed more fully in *The TES* March 2), they aim to provide a complete two-year foundation course suitable for a wide range of abilities.

The booklet-based structure allows considerable organizational flexibility, ranging from conventional teaching of streamed classes to individualized learning within mixed-ability groups. Each level is organized into three phases - a, b, and c (extension) material, and through these run five main strands - number, space, algebra, graphs, and statistics - levels 3 and 4 together comprising some 70 booklets in all.

The impression created by these booklets is one of freshness and relevance, with cleverly contrived and carefully researched examples always at hand to demonstrate and clarify each stage of the issue under consideration. If the main aim of mathematics education is to pass on a prescribed diet of facts, skills and directed experiences as pleasantly and painlessly as possible, then this scheme is undoubtedly one of the best on the market. But for those who seek a more challenging programme, one that offers genuine open-ended inquiry, aims to develop pupil initiative and flair, encourages individuality and inventiveness, teaches pupils to cope with initial failure, this scheme will be a disappointment.

There is no pretence about Pan Study Aids for Maths. Quite simply it is a set of revision cards intended to help O level mathematics students before the examination system.

There are three main sections: Numbers - their properties and operations; Relationships - mappings, functions and graphs; and Algebra, each broken down into several subdivisions. Headings include converting a number from base 10 into another base, calculating using logarithms, coordinates, and simultaneous equations (only pairs of course). The usual boring mix of worked examples and standard solutions abounds.

The cards are well produced and clearly presented and it would be difficult to justify denying any pupil access to such material in the few weeks prior to his examination. But it is sad to have to accept that nearly three years after Cockcroft such a narrowly conceived and rule-bound summary of "mathematics" will help some pupils to gain better examination grades.

Simon Relf



'Flying into the Wind', the first television play to be nominated as an English O Level text.

Wind of change

Paul Kelley reports on the introduction of a television play to an O level English Literature exam

For the first time a recently-broadcast television play has been nominated as a set text for O Level English Literature.

As part of a pilot scheme, six centres will study the text of David Leland's play *Flying into the Wind* for the 1986 Cambridge Exam Board. Candidates will work on both the text of the play and the video of Central Television's broadcast version. It is hoped to extend the scheme to all schools taking the syllabus in 1987.

Flying into the Wind is one of David Leland's four plays on the theme of education. The others are *Birth of a Nation*, *Rhino* and *Made in Britain*, which was recently awarded first prize in the Prix Italia Festival.

Flying into the Wind concerns the conflict between schools and parents as it affects one family who want to educate their own children. It is characterized by its uncompromising portrayal of a clash of educational principles.

notes

COMMONWEALTH INSTITUTE
As schools catalogue of seminars, courses and exhibitions at the Commonwealth Institute can be obtained from the Institute's education department.

This week's activities focus on the Indian festival of Diwali, which was celebrated on October 24. Details of this and other items on the calendar are available from the Education Centre, Commonwealth Institute, Kensington High Street, London W8 6NQ.

MILK AND BUTTER
A selection of new teaching materials are appearing from the dairy food industries.



'Flying into the Wind', the first television play to be nominated as an English O Level text.

Wind of change

Paul Kelley reports on the introduction of a television play to an O level English Literature exam

For the first time a recently-broadcast television play has been nominated as a set text for O Level English Literature.

As part of a pilot scheme, six centres will study the text of David Leland's play *Flying into the Wind* for the 1986 Cambridge Exam Board. Candidates will work on both the text of the play and the video of Central Television's broadcast version. It is hoped to extend the scheme to all schools taking the syllabus in 1987.

Flying into the Wind is one of David Leland's four plays on the theme of education. The others are *Birth of a Nation*, *Rhino* and *Made in Britain*, which was recently awarded first prize in the Prix Italia Festival.

Flying into the Wind concerns the conflict between schools and parents as it affects one family who want to educate their own children. It is characterized by its uncompromising portrayal of a clash of educational principles.

"Nature's Miracle" is the umbrella title for a series of teaching aids which use the story of butter to explore a variety of topics. It has been specially prepared for use in junior and middle schools by children aged 8-12 years.

According to the producers, the series deals with a broad study of dairy farming and would be of particular interest to schools which follow an integrated teaching approach. Materials include 10 workbooks (one free set per school), a videocassette (VHS, £7) and a presentation of 24 slides (£4), plus teachers' notes.

These are available to buy, or on free loan for one week, from the Butter Information Council Ltd, Tubs Hill House, London Road, Sevenoaks, Kent.

The National Dairy Council has produced "Experiments with Milk", a folder of 30 experiment cards for use in

appreciation of television drama.

Geoff Lambert, Assistant Secretary responsible for English subjects at Cambridge, remarked that the setting of a television play "will add a new dimension to the syllabus and to the teaching of literature, and help to persuade students that an examination board is not remote from real life."

The pilot scheme is the result of the cooperation of Central Television, Cambridge Exam Board, Cambridge University Press, Concord Films and the author David Leland, who has enthusiastically supported it and volunteered to visit the schools studying the play.

Initial problems of organization have taken three years to resolve, but it now seems possible that other television plays will become available. Cambridge University Press is considering publication of Leland's other plays, and videos of these will be released for use in schools and colleges.

biology, chemistry, home economics and rural science classes. Most of the experiments are suited to secondary schools.

"Experiments with Milk" costs £2.50 and is available from the Education Department, National Dairy Council, National Dairy Centre, John Princes Street, London W1M 0AP.

MUSIC FOR THE DEAF

"Music for Deaf Children" is the name of a paper produced by Rita Keiner, a music specialist teacher of the deaf. Subtitled "A Practical Guide for Parents, Teachers and Others", it includes sections on audiograms, increasing listening skills, and work with drums, melodicas, pianos, organs, recorders and tambourines.

Anyone interested in obtaining a copy, should contact Mr Keiner at 14 Goldsmith Road, Acton, London W3 6PX.

Inventions in a vacuum

Inventions for Peace and War
Inventions that have Shaped Modern Life
The Adventures of Man series
£10.40 for two filmstrips and 2 book, £2.70 per optional cassette
Visual Publications, 197 Kenning High Street, London W8 6BB.

These two filmstrips on inventions available only as a pair, cover the Middle Ages and the Renaissance period. The first concentrates on cultural production and warfare, the second on the development of the mill - particularly the water wheel - seen as explaining the basis of the population growth in the late medieval world. The section on warfare, like that on agriculture, shows medieval progress against the background of classical practice, the emergence of the stirrup and the development of the longbow, followed by the development of gunpowder and cannons leading to the concentration of power in the hands.

The second set also uses the *Antique World* as a backdrop, but in this case to contrast the development of the measurement of time, stressing the implications for society as a whole, specifically for navigation, allowing discussion of the impact of the quadrant, compass, ruler and sundial design. It concludes with an examination of printing and the equally important replacement of parchment by the rediscovery of paper and the development of new processes in its manufacture.

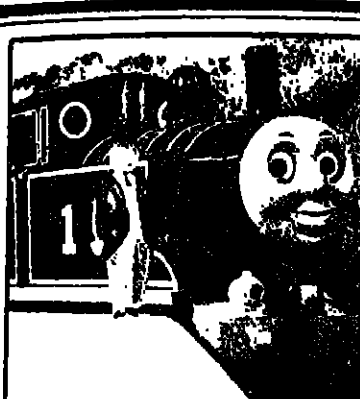


It is a pity technological determinism is not avoided. Inventions take place almost in a vacuum. They change society, but only the most indirect effect is provided through the use of the classical background, that the nature of society itself affects the type of invention and the way that it is introduced and used.

The quality of the slides is excellent. Many of the sources used are original, though Agricola is used to illustrate medieval as well as Renaissance practice in metallurgy. The colour reproduction is good, particularly in slides such as that of a knight fighting on a cannon, from the Chiusi Charnel House, or the fourteenth-century clock with the large rudder from the British Museum. Diagrams of mills and watches, trying the workings of a clock, are useful. Unfortunately, as is usual with this series, nineteenth-century historical pictures are also used. Burne Jones's picture of a knight in armor is a pity, but a contemporary picture of a clock could have embodied a more correct conception of the meaning of clockwork.

Two general weaknesses typify the series. So many sets have now been produced in the never-ending *Adventures of Man* that the perspective of the series is rather narrow. There is nothing to suggest that significant advances were made. Many history teachers would wish to tackle other achievements of the Renaissance, such as the engineering imagination of Leonardo da Vinci, but that would overlap with what is covered in other sets and so are excluded. However, given the perspective is limited, the filmstrips are a worthwhile buy. Little can be said about the accompanying book, which is a handbook anyway, together with much more interesting additional information. Much better to use this support and build on the children's own comments and ideas.

James Brown



Tank tops

CHILDREN'S TELEVISION
Thomas the Tank Engine
ITV, Tuesday 12.00 and 4.00 pm.

If you have seen sweat shirts advertising Thomas the Tank Engine on enough pint-sized torsos to suggest that Frankie Goes to Hollywood has a younger brother, then you are probably witnessing just the beginning of the latest cult among primary and even pre-school children.

The Thomas the Tank Engine stories are not exactly new. They were written by the Reverend Wilbert Awdry in 1945 and have enjoyed consistent popularity since, with book sales now topping 750,000 copies a year.

But suddenly, thanks to the help of a 26-part television series, an ex-Beebe, an award-winning director of animated film and, by no means least, a lively, entrepreneurial producer, Thomas and his Mr Men friends look likely to take over from the Mr Men in providing the books, TV, and assorted merchandising that no self-respecting six-year-old would be seen without.

The television series which started last week has succeeded in staying remarkably faithful to the books, both in spirit and detail. Director David Milton's development of the radio-controlled model engines with animated eyes matches memorably the original pictures in the books (originally published by Kaye and Ward, now part of the Heinemann publishing group).

The choice of Ringo Starr, by producer Britt Allcroft, to narrate the stories, was one which by accident or design has resulted in considerable publicity for the project. And there is a quality of innocent bewilderment in Ringo's voice which is rather appealing. What he lacks is the ability to ascribe different voices and intonations to the different characters. Anger, happiness, jealousy and enthusiasm are all portrayed in the same Liverpoolian monotone we used to know so well.

Mention should be made of the music in the programmes, composed and arranged by Mike O'Donnell and Junior Campbell, which will, I think, turn out to have no small part in the series' undoubted success.

David Lister

briefings radio & tv

EDUCATIONAL TELEVISION AWARDS
On Tuesday night the Royal Television Society announced the winners of this year's scholarships for educational television. They are producer Moira Gambleton (primary, BBC) for "Words and Pictures: Sing a Song" and Peter Tabern (secondary, Thames TV) for "Middle English: Kurt, Mungo, BP and Me".

The awards were announced by Sheila Jones, the BBC's new controller for educational broadcasting, who was chairing the jury for the first time. She said four panel criteria had been taken into consideration. These were whether the programmes had fulfilled their educational aims; their production values, the craftsmanship and innovative techniques that served their educational purpose; the

subjective impact the programmes made on the individual jurors; and their relevance to their target audience and potential for classroom use.

THE ENGLISH PROGRAMME
(Mon 10.32, Wed 10.21, ITV)
A unit to introduce 14 to 17-year-olds to different aspects of television. "How did that get on the box?"

GENERAL STUDIES
(Mon 11.42, Wed 11.39, BBC2)
"East versus West" is a new group of programmes to stimulate discussion in sixth forms. This week "The Soviet View" is a deliberate attempt to see the Cold War through Soviet eyes.

THE FRENCH PROGRAMME: ACTION 2
(Monday 11.38, ITV)
A series for those in their second or third year of French. Each programme is divided into modules for separate use.

MEDIA



Cosmo & co

Victoria Neumark looks at early afternoon programmes which stretch the imagination and awareness of young children

SCHOOLS TELEVISION
BBC2, Mondays-Thursdays
2.00-2.15 pm.

"But is it educational?" So goes the cry from many a parent who lets hours of uncensored *Dallas*, *Chips* and *Coronation Street* flood through their children's brains. Well, yes, on balance, it is, if it is the BBC's Monday to Thursday 2.00pm slot for young children.

On Mondays there is *Words and Pictures*, a series for 5 to 7-year-old beginning readers, on Tuesdays and Thursdays the well-established *You and Me* for four and fives, and on Wednesdays *Watch* for 6 to 8-year-olds, using topics in groups of programmes to broaden the imagination.

All of these would also be suitable for mothers at home even with rather younger children; at last, an excuse to sit down with your two friendly puppets Cosmo and Dibs as link-creatures, using a range of film, cartoon and sketches to stimulate the children's imagination and awareness of social skills. Thus a sketch on getting your heart's desire via a magic potion might be intercut with an imaginative construction of flying into space and

conclude with the importance of tidying up.

The personnel are from culturally mixed backgrounds and authentically childish: snippets of simple maths or reading are mixed in to most programmes. This year's are all reports, and there is an attractive book to go with the series as well as a set of readers produced by Longman's. The series has little "work" content but its friendliness makes many schoolwork subjects much more accessible (spelling, for instance).

Words and Pictures is targeted directly on literacy skills. Set in a library, it revolves round the librarian and a cast of children, with a merry little cartoon pencil who pops up to remind us about actual writing of letters.

Each programme has an activity involving the children themselves, for instance riding in boxes painted up as cars, or a song-chase, or pass the parcel. It also has a story read by the librarian and illustrated with animation, the book of which is prominently featured. Very often there is a second book shown and always at least one song.

This is a delightful programme making clever use of the medium to show words at the same time as pictures, and the teachers' book is full of lively and

practical suggestions. The autumn term's programmes are all new.

Watch is rather sophisticated. Each term has a mix of some old and some new units. This autumn will have a new unit on computers as well as excellent repeats on Captain Cook and the Post. The computer unit will, I think, need quite a lot of preliminary and follow-up work by someone who understands the topic more than the lay parent will from watching *Watch*; the others are more self-explanatory. Again there are good notes available, particularly good for reference on computers.

The two link people in the studio, who industriously clamber about YDUs and models of the Endeavour, have that slightly daft amiability popularized by *Blue Peter*. They show us experiments - how to make your own iceberg, nine-tenths submerged, how to make a model penguin; introduce clips of film, computer graphics or Antarctic animals cavorting about; and act in story-reconstructions of any point (the stupidity of computers, floating by means of lightning ballast) thrown up by the content of the programme. Some of each programme will be suitable for even younger children, most will require classroom elucidation and practical work to impress itself. All in all, however, it's a refreshing way to begin the afternoon.

Hugh David



Ticklish

CHILDREN'S TELEVISION
Tickle on the Tum
ITV, Mondays 12.00 and 4.00 pm from November 5.

Infant teachers and parents with young children at home used to enjoy Granada Television's *Alphabet Zoo*. They will enjoy *Tickle on the Tum* far more because, even if they tire of the stories, they can always count the stars.

With guest artists including Penelope Keith, Billy Connolly, Bertice Reading, John Wells, Joan Sims, Bill Oddie and Kenny Lynch, the new series for the under-sevens has what must count as one of the best casts of any current television series.

In weekly 10-minute episodes it chronicles the goings-on in the small town of Tickle, on the bank of the River Tum. (Though the place is apparently loosely based on Woodstock in Oxfordshire, its name is probably best understood by reference to Bourton-on-the-Water.)

Alphabet Zoo's Ralph McTell and newcomer Danusia Harwood run the post-office and general store. It's the sort of place which has *The Sunday Times* on sale all week, enamelled signs advertising Fry's chocolate on the walls and a good stock of everything from apples to garden trowels. Running it doesn't exactly overwhelm them, and they have plenty of time to raid the mail sacks for jokes and listen to their customer's gossip.

This, of course, is where the stars come in. Week by week we meet a resident of the town. There's Barney Badger, the Bargain Builder (Tim Beag, Dora the Bus Driver (Penelope Keith), Miss Marple the Teacher (Susan Woodbridge) and an assortment of others, played by the series' 12 regular guests.

Add to that a song from Ralph McTell in every programme and the beautiful illustrations of Valerie Pye (once again, familiar from *Alphabet Zoo*) and it is difficult to see how the new series can fail. Even now executive producer Stephen Leahy says he is waiting for purists to demand to visit Tickle. They might too - but those adults watching might be forgiven for confusing Tickle with another television town of a few years back: it's just like Trumpton come to life!

Hugh David

4 TELEVISION PROGRAMME RECORDING

Advance Information of Programmes Available For Recording For The Month of November, 1984

November 1st	15.45	Years Ahead	Fee Code B
November 2nd	19.30	Right To Reply	Fee Code A
November 3rd	20.00	A Week In Politics	Fee Code B
November 7th	18.30	The Living Body	Fee Code E
November 8th	20.30	Diverse Reports	Fee Code B
November 9th	23.00	Guardian Lectures	Fee Code A
November 10th	15.45	Years Ahead	Fee Code B
November 11th	22.55	Blood of The British	Fee Code A
November 12th	20.00	Right To Reply	Fee Code A
November 13th	20.00	A Week In Politics	Fee Code B
November 14th	13.30	Chips Comic - Series II	Fee Code B

A licensing Scheme to enable the recording off-air of TV programmes for Educational and Training purposes. The scheme commenced on 1st May 1984.

Educational and training institutions, continuing education centres and community groups may register to record designated television programmes transmitted by Channel 4 TV for use for educational, training and study purposes.

Only designated titles may be recorded by those licensed to record. Annual fees are payable for each programme. A Fee Code is shown alongside each title and a fee scale is published by Guild. To Register contact Guild Learning at the address below.

November 11th	13.00	Utopia Limited	Fee Code A
November 14th	18.30	The Living Body	Fee Code E
November 15th	20.30	Diverse Reports	Fee Code B
November 16th	23.00	Guardian Lectures	Fee Code A
November 17th	15.45	Years Ahead	Fee Code B
November 18th	20.30	Right To Reply	Fee Code A
November 19th	20.00	A Week In Politics	Fee Code B
November 20th	13.30	Chips Comic - Series II	Fee Code B
November 21st	13.00	Utopia Limited	Fee Code A
November 22nd	18.30	The Living Body	Fee Code E
November 23rd	20.30	Diverse Reports	Fee Code B
November 24th	23.00	Guardian Lectures	Fee Code A
November 25th	15.45	Years Ahead	Fee Code B
November 26th	20.30	Right To Reply	Fee Code A
November 27th	20.00	A Week In Politics	Fee Code B
November 28th	13.30	Chips Comic - Series II	Fee Code B

Unpublished transmission times. Please check actual transmission times in the TV Times.

If you require SPC, please check broadcast times as these may vary.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

4 Television Programme Recording

Titles Available for Week Commencing Sunday 28 October 1984

Wednesday October 31	18.30	The Living Body: Eating To Live	Fee Code E
Friday November 2	20.30	Diverse Reports	Fee Code B
Friday November 2	19.30	Right To Reply	Fee Code A
Friday November 2	20.00	A Week In Politics	Fee Code B
Saturday November 3	13.30	Chips Comic - Series II	Fee Code B
Firework Night	Fee Code B		

For More Information Contact
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Deputy Headships Senior Masters/Mistresses 30
Other Appointments 30

Primary Education
Headships 44
Deputy Headships Senior Masters/Mistresses 44
Scale 2 Posts 45
Scale 1 Posts 45

Middle School Education
Headships 46
Deputy Headships Senior Masters/Mistresses 46
English 46
Modern Languages 46
Physical Education 46
Other than by Subjects 46

Secondary Education
Headships 46
Deputy Headships Senior Masters/Mistresses 46
Remedial Posts 46
Art and Design 47
Classics 47
Commercial Subjects 47
Computer Studies 47
Craft Design & Technology 47
Economics 47
English 47

Nursery Education

Deputy Headships
Second Masters/Mistresses

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
NURSERY SCHOOL
Ganyes Meadow Road, Woodchurch, Wirral, Merseyside L49 7NS
Required for January 1985
Nursery Teacher (Scale 1) to take over the running of a lively, multi-cultural Nursery whose reputation for high standards of education and Home/School liaison is well established. The successful candidate must be experienced, committed and willing to work in a school with a progressive and challenging philosophy. Visits to school and Nursery welcome.
PRISTON PARK JUNIOR SCHOOL AND INFANTS
College Road, Wembley HA9 8JL
Nursery Roll: 30 Part-time. Required for January 1985
Nursery Teacher (Scale 1) to cover maternity leave. Candidates must be trained and experienced to be responsible for the well-equipped and well-established Nursery Unit only visits to the school welcome.
London Allowance of £987 per annum is payable. Entry is an Equal Opportunity Employer. Application forms (see) obtainable from the Headteacher returnable within 10 days. (42546) 100026

Other Appointments

NORTH YORKSHIRE COUNTY COUNCIL
Skipton Area
Skipton, North Yorkshire YO23 7JL
Required for January 1985
Nursery Teacher (Scale 1) to take over the running of a lively, multi-cultural Nursery whose reputation for high standards of education and Home/School liaison is well established. The successful candidate must be experienced, committed and willing to work in a school with a progressive and challenging philosophy. Visits to school and Nursery welcome.
London Allowance of £987 per annum is payable. Entry is an Equal Opportunity Employer. Application forms (see) obtainable from the Headteacher returnable within 10 days. (42546) 100026

Geography 48
History 48
Home Economics 49
Humanities 49
Mathematics 49
Modern Languages 50
Music 51
Pastoral 51
Physical Education 52
Religious Education 52
Rural Science 53
Science 54
Social Studies 54
Speech and Drama 54
Other than by Subjects 54

Sixth Form and Tertiary Colleges
Scale 2 Posts 54
Scale 1 Posts 54

Special Education
Headships 54
Deputy Headships Senior Masters/Mistresses 54
Heads of Department 54
Scale 2 Posts 54
Scale 1 Posts 55

Appointments in Scotland
Headships 55
Deputy Headships Senior Masters/Mistresses 56
Art and Design 56

Independent Schools
Headships 56
Deputy Headships Senior Masters/Mistresses 56
Art and Design 56

Classics 48
Computer Studies 48
Craft Design & Technology 49
Economics 49
English 50
Geography 51
History 51
Mathematics 51
Modern Languages 52
Music 52
Pastoral 53
Physical Education 54
Religious Education 54
Science 54
Speech and Drama 54
Other than by Subjects 54

University Appointments 61
Outdoor Education 66
For Sale and Wanted
Holidays and Accommodation
School Visits
Field Study Centres
Partnerships
Properties for Sale and Wanted
Typing and Duplicating

Overseas Appointments 63
Administration 64
Local Education Authority 65
Administration General 65

Colleges of Further Education
Directors and Principals 59
Heads of Department 59
Other Appointments 59

Colleges and Departments of Art
Other Appointments 61

Primary School Education

Headships

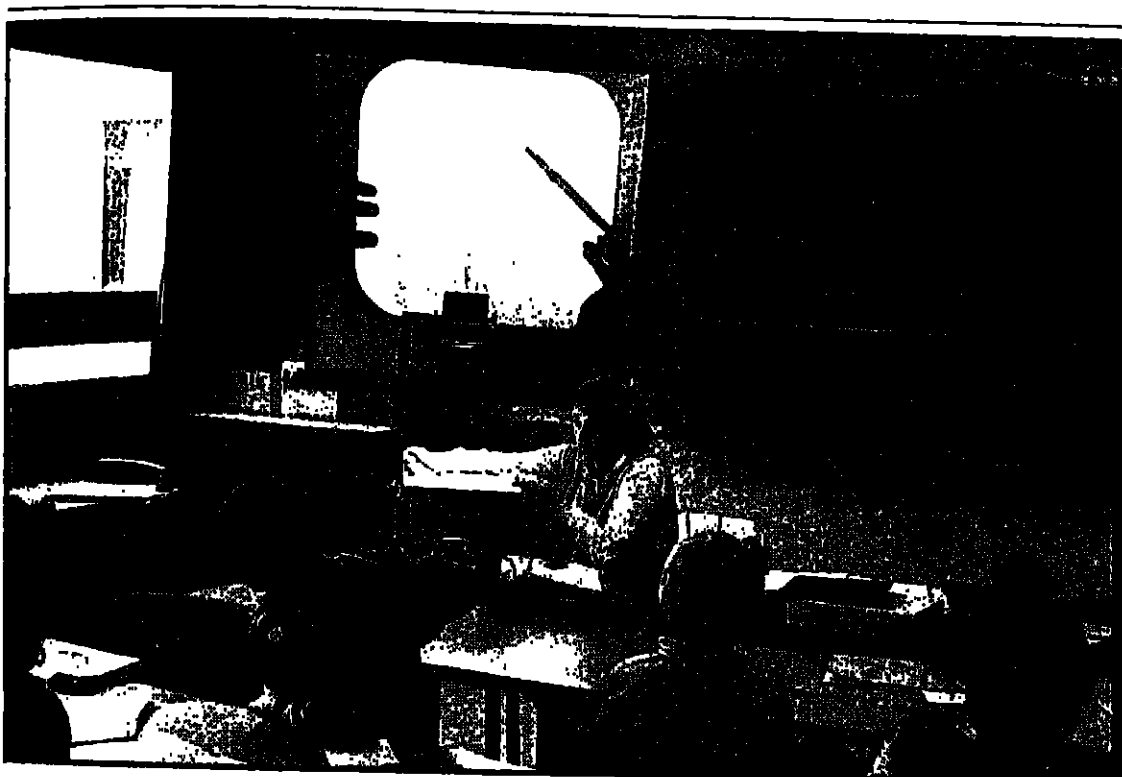
WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT
CRIGGSSTONE NURSERY SCHOOL
No. 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
Required for January 1985
Nursery Teacher (Scale 1) to take over the running of a lively, multi-cultural Nursery whose reputation for high standards of education and Home/School liaison is well established. The successful candidate must be experienced, committed and willing to work in a school with a progressive and challenging philosophy. Visits to school and Nursery welcome.
London Allowance of £987 per annum is payable. Entry is an Equal Opportunity Employer. Application forms (see) obtainable from the Headteacher returnable within 10 days. (42546) 100026

SCALE 1 POSTS NURSERY SCHOOL

HUNSLY NURSERY SCHOOL
SUSSEX GARDENS
OFF LOW ROAD, LS10 2LA
Head Teacher: Miss M. E. Greene
Tel: 716751
Teacher for class of 26 4-year-olds

EXTRA

MODERN LANGUAGE TEACHING



One way to survive and prosper
The Graded Objectives Scheme and third languages in Lancashire by Derrick Mackereth

Teachers of modern languages other than French have for a long time felt concerned about prospects in schools for their own particular specialism. Despite the welcome exhortation by the Department of Education and Science's consultative paper to diversify language provision, the footholds of German, Spanish, Italian and Russian are often extremely precarious in the face of falling rolls and strong competition from new disciplines. The second language is under serious threat, reflected by the general gloom which greeted the recent speech by Mr Richard Bird, deputy secretary at the DES, in which he appeared to suggest that there was no need to teach languages other than French. Hard times may well lie ahead.

Paradoxically, the case for diversification of language provision has never been stronger. A cursory glance at appointments columns in the business section of leading national newspapers will show that ancillary skills for industry and commerce in European languages other than French are in greater demand than ever before. In adult education the spread of languages is impressive; some recent television language programmes for adult learners of Italian and Russian viewers, showing that there is a strong demand for skills in these languages even though they have virtually disappeared from schools. The need is there and will grow.

While it would be foolish to pretend that solutions are easy to find, it might well be of interest to those involved in recent developments in Lancashire schools, sixth-form and tertiary colleges, Spanish was taught in 23 Italian in three each. The latest figures are: Spanish 50, Italian 19, Russian 9; they are certain to grow in the next year. This

article describes how this transformation was achieved; it may well be one way for the "minority" modern languages to survive and prosper. The key to it all has been the dramatic success of the Graded Objectives Scheme in this part of the world. All but a handful of schools are deeply committed to the communicative revolution which has seen a growth in six years from a total entry of 2,500 pupils to over 90,000, half of them from Lancashire schools. The tests are available at three levels:

● the linguistic skills needed for participation in an organized visit to a country where the target language is spoken;

● the linguistic skills needed for participation in an exchange visit to, or an extended stay in, a country where the target language is spoken.

The tests are available in French, German, Spanish, Italian and Russian. Other modern languages are being considered for the next stage of development. Lancashire has been fortunate in having at Lancaster S. Martin's College's Institute of European Education, which has been superbly organized as the home of the Lancashire Scheme by the director, David Peacock. The education committee has been strongly and warmly supportive even in difficult economic times in its financial provision and in providing secondments. Lancashire and Cumbria teachers have given unstintingly of their time and energy. The scheme's success has been a tribute to the cooperation of I.E.A.S., S. Martin's College, advisers and teachers. The latest development gives us some cause for excitement in the provi-

sion of languages other than French: the European Language Certificate, awarded for proficiency in at least three of the languages listed above. Four "points" must be gained, for example, four Level One passes or two in Level One and one Level Two. Successful candidates receive a certificate listing their achievements in each language for the three skills tested. Writing is excluded.

Schools have reacted to the new certificate with the sort of enthusiasm which we have come to expect in the last few years. The majority of schools already offer French and German but the other languages under discussion are suddenly appearing on the timetable, usually for the first time. The ELC is usually offered as a fourth-year option for the bottom 30 percent of the ability range. This has largely replaced the generally unloved "European studies". With 16-plus for the top third of the ability range, a county communicative Mode 3 CSE for the middle third and the ELC for keen but slow learners in years 4 and 5, the road is open for modern languages to become a "core" 11-16 subject.

The ELC has also led to an upsurge in language "clubs" where bright pupils, and often staff, study a new language outside school hours. These footholds are modest, but nevertheless already seem to indicate a way ahead. Learners are given a taste of a new language which may well lead to a life-long interest in language acquisition and foreign travel. Even if at low levels, the astonishing growth in Italian and Russian has enabled teachers to give their languages an exposure hitherto denied them.

that the best way to acquire communicative methodology is to be placed in the position of a learner being taught by highly skilled teachers. In 1981, modern language teachers were given the first chance to study Spanish or German as a new language up to Level One in an intensive dry. Since then such *ab initio* courses have become so popular that it is difficult to meet the demand. This year, for instance, it has been possible for teachers to learn Spanish or German *ab initio* up to Level Three in a week or up to IOL Grade One in a fortnight; courses to Level One in Italian and Russian have also been available and have been heavily oversubscribed. The courses are taught by direct method, using up-to-date materials and communicative methodology at Lancashire College, Chorley or at S. Martin's College. Experience shows that an experienced modern language teacher with a Level Three qualification can successfully teach groups up to Level One in the new language, despite obvious limitations. These courses have shown teachers first class communicative methodology in action, have made them experience at first hand problems of language learning, have displayed how to prepare pupils for tests without intensive

"exam practice", they have also revived in teachers what was perhaps a waning enthusiasm for learning new language skills. Several of these teachers are now aiming at qualification for IOL courses at Lancashire Polytechnic. The courses are here to stay and will ensure the provision of minority language teachers for years to come. For schools, of course, there is the added attraction of broadening the modern language provision without needing extra staffing. At one 11-16 comprehensive school (Cardinal Allen High School, Fleetwood) more than 1,300 certificates were recently presented in four European languages. Five hundred in one school is no longer unusual. The growth of Spanish, Italian and Russian at admittedly low levels may be one way for modern linguists to turn the tide. Further details of the test and of the Certificate in Modern European Languages can be obtained at the Graded Testing Unit, Institute of European Education, S. Martin's College, Lancaster, LA1 3JD, telephone 0524-63446 Ext. 69. Derrick Mackereth is county adviser with special responsibility for modern languages, Lancashire education committee.

Communicate with MGP

French

...one of the most influential courses ever to have been published. T.E.S.(4.11.83)

ECLAIR

and best

The original communicative French course.

Every day, teachers all over Britain use Eclair. Why? Because it really does work. Eclair motivates pupils of all abilities to learn French.

- attractive materials and lively activities
- controlled introduction of language skills
- authentic language in real-life situations
- built-in graded tests

Spanish

ICLARO!

...lively and stimulating... also lays a sound base for future academic development. T.E.S.

IClaro! is the communicative Spanish course that works with all beginners - whatever their ability. With IClaró, pupils enjoy learning and soon discover they can use their Spanish effectively in everyday situations.

- lively illustrations and fun activities
- thematic, situational approach combined with a clear grammatical progression
- up-to-date picture of life and culture in Spain and Spanish-speaking countries
- built-in graded tests

Both courses are published in association with the LEA Learning Resources Branch. For further information and a FREE sample pack of ECLAIR or ICLARO, please contact:

MGP Mary Glasgow Publications Ltd, FREEPOST, Brookhampton Lane, Kington, Warwick, CV38 0BR (No stamp needed)

MODERN LANGUAGE TEACHERS

TEACHER EXCHANGE

An exciting opportunity for teachers/lecturers currently serving in British secondary/tertiary establishments to exchange their posts for a year, a term or half a term with a colleague in

AUSTRIA **BELGIUM** **FRANCE**
GERMANY **SPAIN** **USSR**

Teachers are seconded on full UK salary with all incremental and pension rights safeguarded and return to their own post after the exchange. In addition grants are payable for cost of living, return travel and preliminary visit expenses.

SHORT COURSES

Short in-service training courses in 1985 are offered by the Central Bureau in cooperation with the Department of Education and Science:

La Rochelle: 3-16 April 1985
Montpellier: 10-23 July 1985
Anglo-French Reciprocal Course (UK): 7-20 July 1985
Federal Republic of Germany: Summer 1985

The main aims of the courses are to maintain and improve fluency in the spoken language and in the case of courses abroad to offer participants some insight into present day life and institutions in the host country.

For further details of the above schemes please apply to the Teacher Exchange Department, Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101 (Ref. TES. Ex).

EXTRA

March meeting

JCLA conference plans outlined by Christine Wilding

Sir Keith Joseph, Secretary of State for Education, is to address the opening session of the annual conference of the Joint Council of Language Associations which will be held in conjunction with the Modern Languages Centre at the University of Bradford at the end of March.

He will also be answering their questions on an opportunity which will be welcomed by language teachers who in the past 18 months have responded to the DES discussion document, *Foreign Languages in the Curriculum*, and now await the resulting guidelines.

The conference theme, "Languages for Life" will be taken up by the keynote speaker, Professor Tom Stainer. Other plenary sessions will reflect this theme and look at the changing scene in language teaching and use at all stages of life from early language acquisition through to adult work and leisure.

A wide range of practical workshops, talks and presentations will enable all with an interest in language teaching in whatever sector or language, to choose a programme to suit their personal needs and experience. This year participants complained that they were spoilt for choice and it is likely that a similar view will be expressed at Bradford. The special, purpose-built facilities in the Modern Languages Centre will be in use for some sessions, particularly those that deal with interpreting.

As usual, an exhibition of materials and resources for language teaching will run alongside the course. The scope of this exhibition is still increasing and now includes representatives from school travel, examination boards and computer software as well as the leading educational publishers. The latter now contribute enormously to the diversity which the event offers by bringing in authors and users to discuss the use of particular materials with participants.

Classroom teachers are again being encouraged to bring along their ideas to display in poster sessions or present them in a workshop entitled "Whoozes for Teachers". There will also be the opportunity to discuss and use computer programs for language learning.

This conference may now be considered the major event for all concerned with language teaching (last year it was attended by about 750 teachers, advisers, inspectors, publishers and lecturers in further, higher and adult education). Not only does it offer the chance for professional training and updating but also the opportunity for informal contact at the various social events.

The resolutions which arise from the conference debate receive wide circulation and the responses sent to the Joint Council of Language Associations from educational bodies and i.e.a.s indicate that they stimulate discussion and help to formulate opinion on the future of language teaching in Britain.

The full three days will culminate in a session at which Miss Sheila Browne, director of the Nuffield Inquiry into Modern Languages in Further and Higher Education, will draw attention to issues arising from her investigation. Her talk will be followed by a view of the use of languages in a business context as expressed by Mr Peter Blackburn, a director of Rowntree Macintosh.

The JCLA, anxious to encourage the participation of new teachers and PGCE students, is again offering a reduced course fee to these categories. The course/conference is open to all interested although a lower fee is paid by members of the constituent associations - the Association of Teachers of Italian, Association of Teachers of German, Association of Teachers of Russian, Association of Teachers of Spanish and Portuguese, the British Association for Language Teaching and the Modern Language Association.

For further information and programme: JCLA, c/o CILT, Regent's College, Inner Circle, Regent's Park, London NW1 4NS. Tel: 01-486 8221. Christine Wilding is JCLA conference administrator.

Italian: Hard work and some fun

Imparo l'italiano. By Meregnelli, Felletti, D' Ercole, Raaf, Vessberg. Book 1 582 20346 5 Cassette 582 37898 2 Book 2 582 20347 3 Cassette 582 37899 0 Book 3 582 20348 1 Cassette 582 37900 8

Longman Books £4.95 each. Cassettes £8.50 each + VAT

An Italian Fun Book. By Terry Hawkin. Longman 85p. 0 582 20272 8

Italian Puzzles. By Terry Hawkin. Longman 85p. 0 582 20271 X

Imparo l'italiano is a beginners' course for students in schools, colleges and adult institutes. It is now over 12 years since *Parlate con noi*, the audio-lingual course from the same publisher first appeared, and this new course is presumably intended as its eventual replacement. Like *Parlate con noi*, *Imparo l'italiano* originates from a Swedish publisher. A course which is not specifically designed for the British market usually has drawbacks; in this case, I felt the home-produced equivalent, obviously ruled out on the grounds of cost, might have been more imaginative both in content and presentation.

One of the shortcomings of *Parlate con noi*, especially when used with school beginners, was the pace at which new grammar and vocabulary were introduced. Two books, supplemented by workbooks of exercises, took students to A level. *Imparo l'italiano* takes three books to reach roughly O level standard, although teachers will need to devise many more exercises, particularly written ones, to bring students to the necessary standard and also to add variety. Despite its slower pace, it is still a course more suited to older and more able beginners; however, since the main texts are narratives, it is rather easier to use than its predecessor where students are following a more traditional, examination orientated course.

The structure of the units (there are 12 in each book) is standard; a narrative, grammar (up to five new structures are introduced in each unit), then exercises based on the structures and vocabulary. The units end with a dialogue. The situations in Book 1 are predictable: on a train, shopping, around the house, etc. The later books are more venturesome; in Book 3 we find commuters, Fellini and regional dialects. Despite attempts to capture the imagination of the student with young adult characters discussing such topics as parental attitudes towards cohabitation, and the role of women in contemporary Italy, I found some of the narratives, admittedly in the first book, rather uninteresting. There is little to enliven the lesson when all the girls are beautiful and elegant, and all the boys fluent in several languages. The introductory narratives and the other parts of the unit are illustrated with cartoon-style sketches; these are at times casual to the point of confusion, and students could have problems trying to relate text and pictures in some of the exercises. Book 3 has some good quality black and white

photographs of Italian life, and is most attractive of all the books. Exercises are intended for both oral and written use, but would be of value as oral drills (on structures) or vocabulary for which the teacher then need to devise more interesting practice if this is required). They often consist of questions and answers from a visual stimulus, but every effort has been made to ensure that they are realistically contextualized, even when practising, for example, the *passato remoto*, always difficult to introduce naturally. The cassette helps to bring texts and dialogues to life; the exercises are unfortunately not recorded, though teachers are encouraged to make their own recordings. By the end of Book 1 students are already hearing Italian at normal speed, as for example in a conversation with a hotelier about the forthcoming summer season. Students working on their own will be aware of the lack of grammar summary, vocabulary lists, possibly the fact that no English appears throughout. Despite its shortcomings, *Imparo l'italiano* is a tightly structured and well organized; the vocabulary is carefully controlled and the course, if followed with the cassettes as intended, should provide more able students with a basis for speaking and understanding the language.

If *Imparo l'italiano* is not entirely suitable for school beginners, the two offerings from Longman are eminently usable in the classroom with more or less any age group. I had had the *Italian Fun Book* when I was struggling to find material that was simple and enjoyable for the beginners' class. Thirty-two pages of telling, colouring, crosswords, personal charts, drawing and labelling cover all the basics: family, likes and dislikes, clothes, food, sport, numbers, etc. One problem with this series is that since it is not linked to a course it is difficult to ensure that the student covered all the vocabulary and understands the instructions before going on to the next part. The *Italian Fun Book* should cause no headaches - it should fit into any scheme of work right from the very first day. It could even form the basis for a first term's work in Italian for any teacher wishing to devise his or her own framework. *Italian Puzzles*, a companion volume, deals only with numbers, and the work is little more advanced. It would be of benefit to anyone who has asked the price of something when shopping in Italy and had trouble understanding the reply. It comes from the *accademia* of the Fardis family; Signor Fardis takes the measurements of his nose, and the Signora counts the calories in her slimming diet. It is encouraging to find Longman producing such materials for a minority language in schools, and it is to be hoped that Terry Hawkin and Bill Burnard the illustrator, will be invited to extend the series.

Philippa Davidson

Russian resources

The Oxford University Russian Language Project is a 10-month undertaking by the Language Teaching Centre of Oxford University, with funds from the Nuffield Foundation, to prepare materials suitable for private study of Russian at an intermediate to advanced level (post O level). It is hoped that the materials will help to compensate for the sharp decline in A level or continuation courses in Russian, mainly in secondary schools but also in FE colleges and in adult education.

The materials are designed to be usable with little or no supervision. They will incorporate a study-guide, listening material and listening exercises, reading material, written exercises, grammar notes (with references to a standard Russian grammar), and self-assessment tests.

Production and distribution will be non-commercial; as the centre will

provide complete sets of the tapes and notes for would-be users, at cost. It is envisaged that the "course" will consist of 30 units, each representing three to five hours' work. Units 1 to 10 will be based, by agreement with the BBC, on the textbook and recorded dialogues of the BBC radio course, *Svidaniye v Moskve*. Units 11 to 20 will contain a wider range of reading and listening material, taken as far as possible from authentic sources.

Thus the full package will comprise: ● textbook and cassette (recorded dialogues); ● supplementary notes and tapes for the 20 units of *Svidaniye v Moskve* (supplied by Oxford Language Teaching Centre); ● notes and tapes for 10 further units (supplies by Oxford Language Teaching Centre).

Sprechen Sie authentisches Deutsch?

asks Derek Hewett

How many other teachers of German waited hopefully and expectantly for the appearance of two major German courses in the UK and one more in the Federal Republic in 1983, only to feel that, good though they were in their own way, none really broke any new ground? All three had made real efforts to present material in a lively and interesting way, but will any be sufficient to help stem the flood away from German at option time?

We are all, of course aware of the problems; German set against physics or chemistry, the rigorous academic and literary nature of the O level syllabus in German with its emphasis on grammatical usage and the fact that a normal-reference examination which caters for the more able linguist anyway is even more difficult to pass than French. Word comes down on the grape-vine from older brothers, sisters and friends and so all but the most committed are lost. An excited class of 30 beginners is reduced to a dedicated hard core of half that number after two years.

A course such as *Deutsch Heute!* provides an admirable foundation course for years two and three and no one can doubt the impetus that the graded objectives movement has given to language learning over the past 10 years. What other ways are there, however, of providing interesting and motivating language material without relying too heavily on the functional/situational?

These thoughts and others were running through my mind as I embarked upon a year's secondment at Oxford. What I was seeking to show was that in a period of relative uncertainty, with assessment at 16-plus

under scrutiny and developmental work being undertaken by at least two leading examination boards on graded tests for the whole ability range it would be possible to accommodate existing demands and at the same time cater for the needs and interests of adolescent learners.

The research project I undertook was the use of authentic materials in the German language classroom; not just print but audio and video as well. These were to be specific examples taken from the German media and corresponding to a 16-point list of cross-cultural themes of interest, ranging from school and work through family relationships and leisure to attitudes to authority and growing up.

If the inherent interest of the material should fail to provide new stimulus for rewarding and sustained study of a language, then the authentic language encountered in the material would certainly provide a more realistic example of language in use than the contrived texts we have been used to in the past, the artificial demonstration models that Dakin describes so well as "structurespeak".

Demonstration of structures in apparent use has traditionally been the approach of the language-course writer and can still be seen in the most recent publications. Yet this is certainly not the way language is "acquired" in the first instance, and although one must be wary of making too many analogies with first language acquisition, there does seem to be a lesson to be learnt here.

Formalization of language learnt, grammar, structure, call it what you will, should not be the way into the language, but a retrospective analysis

of what has already been learnt, a summary based on sufficient examples of language in real, that is, authentic use.

If we are to motivate and sustain lasting interest in more than just the few dedicated language learners, then we must use as a teaching vehicle, material which is of immediate interest to our learners. If demonstration of structure is our starting point then the interest factor of our material will necessarily take second place.

Surely far more logical is to use material that has inherent interest for an adolescent audience and to formalize language items when and where necessary after sufficient examples of language in authentic use have become available. This can be done quite easily by using a structure check list whereby each grammatical item can be dealt with, referring back to examples already met.

Let's look at a practical example, a copy of a survey carried out by a German teenage magazine on what time youngsters have to be in at night. *Wann muss ihr abends zu Hause sein?* Here of course the function, being allowed to and having to do things, reveals the structural item of the two modals - *müssen* and *dürfen*. The notion of being allowed out late or having to be in at a certain time provides a focus of interest which every adolescent can immediately identify with.

Fine, I hear you say, but this was written for a German audience in their mother tongue. How can our learners be expected to use it after two or three terms of learning the language? Well, it's not so difficult as it seems. Clearly no 13-year-old will be able to under-



stand every word immediately, but with careful guidance and help at the presentation stage, there is no reason why gist comprehension should not be developed quite painlessly to fairly detailed understanding.

This can be done initially by simplification and concentrating on key words. German has after all, the special facility of having initial capitals on all nouns. It's quite surprising how much can be understood by simply isolating nouns. Each piece can be

broken down into key points, shortened or summarized with a simplified parallel text. The information can be divided into sense units or pictured in the form of a flow diagram.

More complex structures can be presented by retransmission techniques: for example, "Find the German expression for 'During the week it's out of the question'" this is the most difficult stage to overcome, and once detailed understanding is achieved

continued

Q: What's the best way to teach French? (or German or Spanish?)

A: Use the language your pupils understand!

- fashion ●
- sport ●
- music ●
- trends & events ●
- crosswords ●
- games ●
- television ●
- puzzles ●
- topical articles ●



- competitions ●
- cartoons ●
- news ●
- views ●
- opinions ●
- quizzes ●
- activities ●
- 'pop' culture & art ●
- films ●

Mary Glasgow Publications produce a range of bright, exciting and inexpensive language magazines for all ages and abilities. They're packed with high-quality, up-to-date material that appeals directly to pupils and makes their language learning enjoyable.

And because MGP magazines also speak your language - most are accompanied by Teacher's Notes with helpful teaching suggestions - our magazines make sure that your pupils' language learning is effective too.

MGP French, German or Spanish language magazines - the low cost, excellent value resource. For the committed language teacher, nothing else will do!

Send for details and FREE sample magazines NOW. Just complete the coupon.

MGP

SEND TODAY! Please send me a FREE magazine sample pack. I teach French/German/Spanish. (Please underline)

Mr/Ms/Miss

School

Address

Send to: Mary Glasgow Publications Ltd
FREEPOST, Brookhampton Lane,
Kington, Warwick, CV38 0BR
(No stamp needed in UK) TES 41

We Have Ways Of Making You Speak

Christie's can now offer you the services of a well-established language school at our premises in Duke Street, St. James's. With a team of over twenty qualified teaching staff our aim is to help you gain oral proficiency in any language.

For further information please contact either:
Madame P. M-J Kinnear, BA(HONS), FL, FRSA
(Principal) or Julia Pina MA, Dip Ed (Vice Principal)
at the address below:

Christie's Language Services
47 Duke Street, St. James's, London SW1Y 6QX
Tel: 01-839 9060

'Computers, language and language learning'

The practical, readable, introductory Information Guide to computer-assisted language learning.

Order from CILT (Centre for Information on Language Teaching).
REGENT'S COLLEGE, INNER CIRCLE,
REGENT'S PARK, LONDON NW1. at £5.65 & £0.75 p&p. (749)

KEEP UP WITH DEVELOPMENTS IN MODERN LANGUAGES

JOIN THE MODERN LANGUAGE ASSOCIATION

Concessionary subscription rate now available

Write for details NOW to:

The General Secretary (T4),
24a Highbury Grove,
LONDON N5 2EA

(0612)

Would readers and advertisers please note that the 'Extras' planned for November 16 and 23 have been transposed.

Primary Education will now appear on November 16 and Children's Books III on November 23.

Now's the time
for...

D'accord 3

S Moore, A L Antrobus,
G F Pugh

Available
now!

D'accord is a three-year
introductory French course,
designed for the complete
ability range.

D'accord 3 is completely new, with the
same clear and easy-to-follow layout of
stages 1 and 2, but with completely new
characters and background combined with
a more mature approach.

Make sure of your copy today!

Please send me an inspection copy of D'accord 3
0 582 31046 6 £3.25

Name _____
Address _____

and send to Sue Long,
Longman Group Ltd, FREEPOST,
Burnt Mill, Harlow, Essex CM20 1BR. **Longman**

Sprechen Sie authentisches Deutsch? continued

then further exploitation can be pursued in one's own favourite manner. The point is that once a learner has identified with the subject matter he or she will want to understand the text for him or herself, not simply because the teacher is expecting it.

Material must be carefully chosen, not only from the point of view of interest but also appropriateness to the classroom. Those of you familiar with German teenage magazines will no doubt feel that the explicit nature of some of the material might be a little too motivating.

News items must be timeless or they will date too quickly. Local news items are often good from this point of view, either from the press or the radio. Advertisements from television or radio not only provide a source of punchy, concise language material but can also be great fun.

What we must never forget is that modern languages, more than any other subject on the curriculum, can provide a whole new realm of experience for our children through analogous learning. That is particularly true of using authentic materials where reality can be brought into the fictional and imaginary events of the classroom.

By bringing the foreign world into the consciousness of our learners we help them to compare their own society with the foreign one, thus putting their own culture in a new light in terms of the similarities and differences that exist between the two. With this new insight can come an added self-awareness, which otherwise might not have been achieved.

The surest way of gaining this insight through comparison is by reading, listening to or viewing appropriate material produced for a peer target audience in the parallel culture. In this way, interest and motivation can be stimulated and authentic examples of language in use encountered before visiting the country, where "structures" just is not used.

¹ J Dakin *The Language Laboratory and Language Learning*, Longman 1972.
² More detailed information with specific examples can be found in G Neuner, *Elne Übungsgruppe zum kommunikativen Deutschunterricht*, Langenscheidt 1981.

Derek Hewett formerly head of languages, Ladywell school, Taunton, is now teacher liaison officer at CILT.



Communicative language teaching

A plea from Susan MacLennan

Having been unable to attend the Joint Council of Language Associations' Conference at Exeter this year, I looked forward eagerly to the reports in *The TES*. On reading them however, I must acknowledge, my reactions were a mixture of regret, irritation and frustration.

To oversimplify, the picture of the communicative approach which emerged from the reports seemed to be of a lasting value to language teaching and to highlight aspects which are more a matter of style than of principle and as such are as insecure as any fashion.

I refer, to take two examples, to the tendency to define the communicative approach as teaching pupils to communicate, and to see situations and role play as essentially communicative. To the first the response must surely be "So what's new?" Even if we believe that previous methods may have been misguided, can we seriously maintain that this is the first decade to see an attempt to teach pupils to communicate?

That is not a distinguishing principle of communicative teaching and to set it up as such is to offer an easy target for doubts and rejection. Similarly with role play situations, there is nothing essentially communicative about them as they operate in most classrooms. If they have become the outward and accepted symbol of the communicative approach no wonder we have one of the major architects of the movement, Widdowson, rejecting them and apparently kicking away the cornerstone of the whole edifice.

So what is essential and potentially lasting in a communicative approach? The grammar translation era was basically teaching about the language, about communication. Methodologies since have been concerned with using the language, with different ways of teaching pupils to communicate. If we leave communicative teaching there it will suffer the same fate as previous "new" methods. It deserves better and so do our pupils. True, we hope to teach people to communicate but what is fundamental to the approach is that it does so by teaching through communication. That surely is the force of its contribution.

To look at it another way, we can differentiate two strands within the communicative approach. One, which is important but I would argue not fundamental, is concerned with the choice of language and syllabus. Here lies the thinking about functions/notions, about matching your syllabus to the pupils' needs. Here too is the contribution of Widdowson's use/age distinction. Here is the source of those familiar café dialogues, the directions, the ticket-buying, the introducing yourself, finding out about others etc.

The second strand is of a different order and is fundamental. It is concerned with the nature of the interaction in the classroom and oddly enough it is not dependent on a particular type

of syllabus though it clearly benefits from a syllabus which offers scope for interaction rather than pulls away from it.

We all want to talk, laugh, argue with those around us. Most of our pupils as we know to our cost want to do so all the time. Normally the social communication of the classroom goes against the hoped-for learning process. The communicative approach offers a chance to make that social communication work for learning not against it.

Acting out dialogues, to return to the original example, is to some degree communicative because there is an element of play involved. Cued conversations are a little more so and role play even more so. Yet even role play, which is rare because most classroom role play rarely gets far beyond the acted dialogue, is a poor example of communication in that it is not me talking to you but me being someone else talking to you being someone else.

A situation is truly communicative where I participate as me, where the instinct to interact, to play, where the impulse to communicate a message or puzzle out a message, is the motive force behind the event. So *Jeux de Oxo* game with flashcards is communicative, for example, as is any of the many "guess what" or "remember what" games which

abound. Other information gap activities such as variations on the battleship theme, folder games etc. are communicative. Scanning a newspaper for items to set a quiz for your partner, decoding/encoding messages are likewise communicative and moreover the basic item or topic being dealt with.

Battleship grids for example (where each pupil in a pair is trying to pinpoint which phrases the other pupil has selected) can be played with "traditional" grammar practice constructions just as well as with more functionally/notionally based work. There are hundreds of effective and enjoyable ideas lurking in our language classrooms but because they are seen as games they are suspect. Because they do not appear to have some coherent guiding principle except that of distraction/motivation, they carry little weight.

The concept of a communicative approach, of teaching through communication provides that weight, that coherent principle. That, rather than the organization of language into a particular type of syllabus, is likely to be the testing in the classroom whether we like it or not. If we do not take this opportunity to make that genuine interaction a part of their learning, then our classrooms will become the graveyard of yet another cherished language teaching theory, and language teaching will remain as insecure as ever.

Susan MacLennan, School of Education, University of East Anglia

Taking on the pilot

After the introductory article on *Métropole* in *The TES*, Modern Language Extra, February 1983 ("The Game's Up"), Keith Entwistle set up a pilot scheme in which he monitored schools' progress with "Espionnage", the first story in the series.

The greatest concentration of schools was in Gloucestershire, where, encouraged by Martin Ash, modern languages adviser, 20 schools became involved. In March 1984 Oxford University Press took over the publication of *Métropole*, making available, the second story "Le Déjeuner" in draft form.

Here are comments from some of the schools who took part.

Mr T Leather, Chipping Camden School (11-18 Mixed Comprehensive): After familiarizing myself with the materials, I felt that the suggestion in the Teachers' Manual that pupils be invited to work out the game for themselves, should be put to the test! Accordingly, I handed everything over to a group of top third years one lunch-hour, and prepared to video-record the proceedings. After 20 minutes, I began shouting.

This and the sequence that followed were shown at the first pilot scheme meeting. Teachers present endorsed it as being representative of the atmosphere created by *Métropole*, a sense of adventure and involvement. We saw pupils completing the dialogues and interrogations essential to the game, and stimulated by success in these, experimenting with their own use of French.

So far, *Métropole* has been used as a highly successful French Club activity, drawing on groups of 16 to 20 pupils coming regularly in the lunch-hour. Our next step is to introduce it into class.

Mrs J Fields, Kingshill School, Cirencester (11-18 Mixed Comprehensive):

Having a language in the core curriculum means that we are constantly on the lookout for materials to motivate the least able. We therefore decided to pilot "Espionnage" with our bottom fourth-year CSE group, into whose topic-based Mode 3 syllabus it could easily be integrated.

Sensing that a thorough knowledge of the story was crucial to the success of the game, we asked pupils to produce a pictorial flow diagram of the chain of events, which could then be displayed in the classroom for reference.

As for the game itself, the extent of the "board language" used was, in the main, limited to counting and commenting on the throws of the dice in French, but we nonetheless felt that *Métropole* had achieved its aim when even the least motivated pupils were displaying enthusiasm!

However, it was with a certain trepidation that we introduced the second story, "Le Déjeuner" to the same group, seven months later. Our fears of a chorus of "Not that again!" proved groundless. The class reacted extremely positively to its resurrection, and being familiar already with the moves of the game, they were able to memorize the story and dialogues, play the game, and complete a number of the worksheets within four one-hour lessons. Much to our amazement, in fact, even such phrases as "Appareillez-moi une bouteille de St Emilion '72" were soon rolling off the tongues of the very least able, such was the motivation of the game!

Mrs D M Philpot, Cheltenham Bourne School (11-18 Mixed Comprehensive):

Métropole is a valuable and versatile teaching resource that appealed to our children; they were eager to exploit this imaginative game. It was used in years two to five in classes of high and low ability, with equal success. The story and the game are the

common denominators, but the graded role-play tasks make *Métropole* available to a wide range of pupils.

The back-up materials, ranging from well-illustrated puzzles to script-writing, are excellent for the group-



M Robinet, gluttonous plumber, hero of "Le Déjeuner"

work that *Métropole* involves. The teacher is freed to observe or stimulate verbal communication among the players of the game. The easy rapport established among the players and the teacher encourages the spontaneous exchange of French, leading even the more inhibited pupils to communicate. Groans meet the end-of-lesson bell when the spy has not yet been identified.

With growing emphasis on communication skills the teacher can usefully incorporate *Métropole* into coursework requiring role-play: it is therefore not merely an added fillip but a sound teaching aid. When a new investment must justify itself economically as well as educationally, *Métropole* can claim to have an extended

life - we have still to make use of "Le Déjeuner".

A teacher prepared to explore the potential of *Métropole* can offer an enriching experience to learners of French.

Mrs J Howe-Jones, Double View Secondary Modern School, Cinderford:

We have used *Métropole* in our fourth year French and French studies groups, and in our third year A sets. We organize our teaching on the basis of regular group-work; we teach on a whole-class basis when new work is introduced, but break up into groups at least one lesson in every three.

Métropole fits into this pattern very well: we class-teach the story, but subsequently the typical organization might be: 8-10 pupils in the mini language-lab with the "Espionnage" tape; one or two groups playing the game, with the teacher available to encourage the use of French; a further group working on the back-up worksheets.

The system requires pupils to evaluate each other's performance, to cooperate, and to exercise tolerance. These things I like. Fitting it into an already crowded syllabus is my only difficulty!

Mr J Brunt, Arle School, Cheltenham (11-18 Mixed Comprehensive):

Over the last five years, modern language teaching at Arle has undergone a number of radical changes, invariably associated with the move towards a communicative style. Today, pupils are offered a foreign language as something for their own personal use. Great emphasis is placed on the creation of an authentic atmosphere through the medium of imagination, the individuality of each pupil, and the integration of all the language skills.

Our chief resource is our teaching personnel, but, having said that, we use ready-made materials as and where appropriate. Our overall aim is to encourage pupils to achieve an autonomous, flexible, confident, purposeful and creative use of language, and *Métropole* makes an effective contribution here.

You see, it immerses pupils in a completely authentic situation. Not authentic in that he/she is "in France, living French", but in that his/her imagination is fully engaged. French is being used - spoken, heard and understood, read, and written, in a proper way to achieve a meaningful end.

I cannot say that *Métropole* has been an unqualified success all the time. However, for those for whom it has "worked", it has a most endearing characteristic: you can use it repeatedly, and still make it do what you want it to.

Martin Ash writes:

What advantages can a modern languages adviser derive from piloting new teaching/learning materials in a number of schools in an I.C.S.?

The first benefit is that it generates discussion between colleagues from different establishments, and the exchange of ideas spills over from the particular materials to many other fields. Second it gives teachers an opportunity for contact with the author at first hand and the possibility of seeing the proposed modifications of the draft implemented. The principal methodological benefit has been to give teachers a variety of activities for pupils to work at in groups.

Many are used to pair-work, but it has not always been easy to devise group-work exploiting all the language skills. *Métropole* enables the pupil to hear and read the story thoroughly before being required to use the French involved orally and in writing.

In terms of motivation, the pupils enjoy the change from their normal course-book, and appreciate playing the game after the preparatory work. They must remember vocabulary and facts from the story to play effectively, and communicate these to their classmates.

To summarize, *Métropole* shows pupils and teachers that learning a language can be enjoyable, and worth the work involved. Such attitudes are a positive force for good at a time when modern languages are under siege in many schools.

Learn to communicate

... in French ... in Spanish ... in German

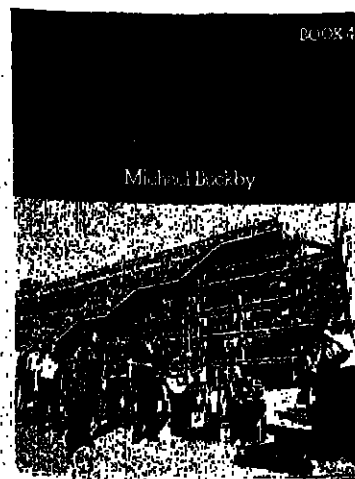
Action! Graded French has done much to revolutionise French language teaching. The publication of Stage 5 in 1985 marks the completion of the course and brings it to public examination level at O-level or 16+.

Action! is a five year course designed to help students of any ability to acquire and apply language skills confidently and competently. It consists of pupils' and teacher's books, cassettes, tapes, flashcards, transparencies and spirit masters.

In France, now in its 3rd edition and fully up-dated, is an illustrated source book providing essential information and project material. It is equally useful either on educational visits abroad or at home in the classroom. The new full-colour workbook which accompanies it provides over 80 varied activities for 12 to 16 year olds.

For exam practice material Nelson Harrap provides *Amities*, for CSE and GCE O-level letter-writing practice; *La Belle Histoire*, a new guide to picture essay writing; and *Pour ou Contre?* a basis for advanced discussion. For reading practice we provide 3 series:

Collection Papillon, 10 comic strip formula readers; **Collection Vécue** 10 non-fictional readers; **La Série Policère**, four 3rd-year standard detective stories.



Destination Spain is a survival language course designed to enable students of all levels to embark with confidence on Spanish and European studies courses. The course consists of a students' book and a teacher's book, and an activities book containing role-playing, listening and writing exercises.

New! In Spain provides 4th and 5th year students with a vivid introduction to the country and its people. The full-colour book contains all the cultural background and basic language needed for a visit to Spain. **Discovering Spain** is a well illustrated series of 11 books in English. It is aimed at students taking European or Spanish Studies and gives suggestions for projects and further activities.

For language practice Nelson Harrap produces an O-level/CSE multiple-choice text, (*Vamos a escoger!*) and one for A-level, *Selección Española*.

Nelson is widely acknowledged as a leader amongst publishers of modern language materials. With the recent acquisition of Harrap's educational list, we now provide comprehensive coverage of all the most commonly taught modern languages.



For a complete 1984 Languages catalogue and for ordering details please write to us at: The UK Publicity Department, FREEPOST, Thomas Nelson & Sons Ltd, Nelson House, Mayfield Road, Walton-on-Thames, Surrey KT12 4BR.

Is the CSE French course you are using at the right level for all your pupils?

Does it use authentic material and realistic, practical French that your pupils can see the point of using?

Many CSE courses aim to meet the requirements of your mixed ability CSE classes. They use authentic materials to bring the real France into the classroom and use vocabulary which will be of practical use to your pupils. But there is only one course which makes sure that all this material is really at the right level for all your pupils and which is lively and motivating to use. It's **French For You** by Colin Asher and David Webb, a two-book course with cassettes which will provide your pupils with all they need for the two years up to CSE or 16+ at a level they can cope with.

And where do you turn to for support material they will all cope with?

French Skills For You will provide you with a wealth of support material. 114 self-contained exercises in reading, writing, speaking and listening - all between one pair of covers. The exercises are based on realistic and practical French and use authentic materials where possible. **French Skills For You** will make a refreshing change for your pupils and give them renewed confidence through exercises they can really handle.

Many teachers all over the country have turned to **French For You**. Send for your inspection copies by completing the coupon below and see why.

Please send me inspection copies of the books ticked below:
☐ French For You Book 1 by Colin Asher and David Webb price £3.25 non-net
☐ French For You Book 2 by Colin Asher and David Webb price £3.25 non-net
☐ French Skills For You by Colin Asher and David Webb price £2.55 non-net

Name _____ School _____
Address _____

To: Clare Wileman, Hutchinson Education, FREEPOST 5, London W1E 4QZ.



IM WESTEN NICHTS NEUES

Erich Maria Remarque
Edited by Brian O. Murdoch

Remarque's novel (*All Quiet on the Western Front* in English) presents a horrifying and memorable account of the Great War, with all its machinery of death, seen through the eyes of Paul Bäumer, who joins the German Army straight from school. The novel is an indictment of war, and especially of those who welcomed it, abusing their power over the young by sending them into the trenches.

292 pages
Paperback
0 423 51240 4
£3.50



For your approval copy please write to
Pam Mullins
Freepost
Associated Book Publishers Ltd.
North Way
Andover
Hampshire SP10 5BE

METHUEN

Objectives achieved

Aspects of a group development in Northern Ireland described by Henry Sinnerton

Development of a Mode 3 examination in French became a way of life for a group of educationists in Northern Ireland in the autumn term last year, as we worked to devise an acceptable syllabus and standard in time to be introduced next June.

That objective was achieved, and the different aspects of the task can be presented as our answers to a series of questions:

Why Mode 3?

- Work was already completed on Level 1, 2 and 3 of a Graded Objective in Modern Languages approach to teaching French. The needs of those youngsters learning French in this scheme needed to be catered for at board examination level.
- Sir Keith Joseph, the Education Secretary might have said NO to 16-plus.
- Levels 1, 2, 3 and 4 of a GOML approach can be imaginative, colourful and relevant, but without an outcome at GCE level such a scheme will remain an interesting development on the periphery of mainstream examinations.

Who

- Written by teachers in five secondary modern schools in Belfast, plus involvement of the College of Business Studies.
- Written for students who have embarked on a GOML scheme for learning French.

What

- ... should the examination be about? - relevant to France, to 16-year-olds' interest in France and for students visiting France, or French-speaking countries where they may be able to cope and thrive and not merely survive as previous generations had to.

How

- ... did the examination come about? Through involvement, since 1978, in the GOML movement, supported by CILT (Centre for Information on Language Teaching and Research) courses in Britain, and locally serviced courses at the Belfast Teachers' Centre, and crucial input from attendance at the French Government "stages" at the Centre International Pédagogique at Sèvres, Paris, organized by the CILT, in 1982 and 1983 when teachers from the group were able to research sources for a syllabus and define appropriate material for testing at 16-plus level, and, by deduction, appropriate CSE and GCE levels.

- Out of these two courses two important decisions were to follow:
 - Niveau Seuil - *adoption pour des contextes scolaires* was adopted as a basis for the syllabus. This deliberate decision was to indicate that positive reform was intended; that this was no watering down exams. It was felt too, that any subjectivity of the examiner would be consequently reduced.
 - The use of authentic documents as testing material was accepted. It would reflect material used in the classroom and instill a discipline, upon examiners, full of vigour which will often beat the back of anyone who wishes to impose a personal version of what French should be.

When

If, as was desired, the examination were to be introduced in June 1985 a new process of accreditation had to be agreed with the Northern Ireland GCE examinations board. No exam had travelled this path before.

- First step: acceptance of the Mode 3 GCE syllabus by the NI GCE French panel - accepted September last year.
- Second step: presentation of sample examination paper as equal to GCE standard - accepted October.
- Third step: presentation to NI GCE French panel of a mark scheme to assess the sample papers, and to ensure that it could demonstrate an adequate and thorough measurement of the exam paper, and consequently that the syllabus was seen clearly to be covered by this assessment procedure.

The examination was accepted unanimously by the French panel in early December. It was passed on to the GCE board, which concurred. The Mode 3 GCE will be tested for the first time in June next year.

It ought to be mentioned that the Examinations Board's officers were supportive and cooperative at every stage. The *Attache Linguistique* at the Institute Français in London gave us invaluable help in preparing tapes for listening while at Sèvres, although most of the work was done through many long hours after school, in the evening, and at weekends, solely by the group of teachers concerned, all on a voluntary basis.

In May this year after negotiation with the NI CSE examinations committee, agreement was reached upon the Mode 3 CSE using the same syllabus, to be introduced in May/June 1986.

From May/June 1986 schools teaching French in Northern Ireland will have virtually a joint GCE/CSE examination based upon twin syllabuses, as well as the usual board Mode 1 options.

Jo Hennessy, St Colms Secondary School
Eileen O'Donnell, College of Business Studies
Hedley Ashles Thompson, Ashfield Boys' Secondary School
Chris Tracey, St Gabriel's Secondary School
Henry Sinnerton, Orangevale Boys' School, Cameroun Drive, Belfast BT9 6DM

Policy matters

Bob Powell on the NCLE role in current modern language developments

By the end of this year the Secretary of State should have issued the Guidelines for foreign languages. Statements contained in the forthcoming publication will be the language education in this sector might be developed and evaluated.

It was felt that the creation in recent years of more "vocationally relevant" courses in the post-16 curriculum had tended to take place with little or no attention paid specifically to language education. Among many proposals, this working party's strongest recommendation was that there should be provision for all students in the 16-19 age range to study about languages and to study individual languages (both mother tongue and foreign) irrespective of their specialism.

In this respect, when the proposals for AS levels entered into discussion at the assembly, delegates expressed considerable misgivings. The move to broaden the sixth-form curriculum fell short of previous NCLE recommendations since it did not seem, for example, to allow for *ab initio* work in foreign languages; it would also create severe practical difficulties for teachers and seemed unlikely to attract students specializing in science or technical subjects.

Not surprisingly, "awareness" and "diversity" became the catch words of the assembly. At its first meeting of the 1984-85 cycle, the new standing committee found the selection of topics for future working party activities exceeding difficult. The most likely contender at this stage falls within the sector of teacher education. Any eventual working party's agenda for action will most probably include a survey of existing provision and descriptions of various course models including, if possible, case studies of good practice, that is, where due consideration is paid to the crucial role of language in education.

Those working for the NCLE see themselves very much as agents of change. Change in the context of British education is generally a slow process. Changes in pupil, student and teacher needs may occur more rapidly. The NCLE brings together people from a wide range of backgrounds who are sensitive to those changing needs. It is in business to create an awareness of changing circumstances and to monitor developments. Its aim is to foster a closer understanding and relationship between groups of language teachers which have traditionally kept themselves separate. Above all, in the present education climate, its function as intermediary between practitioners and policy-makers ought not to be undervalued.

In detail, some specialist concerns may conflict but there is a unity of purpose in promoting the study of languages, foreign or mother tongue, at all stages of education. The working party's efforts in the past have manifested themselves in the efforts of teachers of foreign languages, English and mother tongue, on the two working parties set up by the standing committee in 1982, namely the Language Awareness and Language Learning 16-19.

The fourth biennial assembly of the NCLE, held in July at York, reviewed and discussed their reports. The primary purpose of the Language Awareness working party had been to monitor, coordinate support and publicize work carried out in the realm of theory and with the aim of bringing together practice beneficially together. Their focus was on schools themselves, the emphasis on the realistic language work as well as outlining the various forms language awareness work may take, their report provided a detailed case studies providing a range of curriculum models for those contemplating initiatives in this developing area of interest. Tangible products of the working party's decision were the production of an annotated bibliography and a regular newsletter.

Eric Hawkins, presenting his own case, for language awareness work, spoke at the assembly of the renaissance of today's curriculum. "Where", he said, "does the curriculum lie? It is the child in the classroom who allows the child to exercise the daily miracle of language in its diversity and richness." It was growing concern about the lack of diversity in

Policy matters

continued

richness of language work for the majority of students over 16 that led to the creation of the "16-19" working party. Their self-appointed, ambitious task was to examine the "language diet" of 16 to 19-year-olds in schools, FE colleges and training establishments, and to produce curriculum guidelines on ways in which language education in this sector might be developed and evaluated.

It was felt that the creation in recent years of more "vocationally relevant" courses in the post-16 curriculum had tended to take place with little or no attention paid specifically to language education. Among many proposals, this working party's strongest recommendation was that there should be provision for all students in the 16-19 age range to study about languages and to study individual languages (both mother tongue and foreign) irrespective of their specialism.

However, it works well. Our duties vary according to schools' needs; in most we give two half-hourly lessons weekly to classes of about 25 to 10 to 11-year-olds. The children proceed to their secondary schools with a basic language of self-identification: greetings, family, pet and house description, likes and dislikes ... with some numbers, colours, verbs and shopping vocabulary, a few prepositions, dates and a simple grasp of telling the time.

Taught almost entirely in French, they have developed (in the main) a capacity to listen, to deduce meaning, to progress from passive understanding to active expression. Used to class games and contrived situations, they have developed confidence and a liking for a second language.

Of course, it's a far cry from the beginnings of primary French in the 1960s. Staff cuts have meant that we now teach only the last year of the junior school, that we simplify the content and live on the methodology. Children no longer learn to read and write French; there is little listening to stage plays and recorded passages; no insistence on all the structure of adjectives and no active drilling of adjectival accords or phrases like *ils n'y en ont pas*.

From the two versions of *En Avant* we have salvaged a great deal, particularly the songs, playlets and games, and the excellent master spirit duplicating sheets. But our methodology now is to vary each lesson according to the short spans of concentration, from revision to building up on passive understanding.

One aims to involve every child in the lesson, both by speaking and helping, (indicating, listening, feeling, guessing, miming, choosing). Lessons must flow quickly with no breaks. Children left at the front after selling figurines or empties in a "street-market" must be quickly involved in a game of *je pense à quelque chose sur le pupitre* or - with eyes closed - guessing quite who from the class is commenting on the date, the weather, or asking *quel est ce que tu aimes manger?*

Peripatetics have to have boundless energy, lots of resourcefulness, many visual resources (pictures of nouns, verbs, dual-purpose visuals such as numbers in different colours, large pictures of a house or a street or a school-room with flaps and pockets for hiding things, a portable tape-recorder for listening and recording, chalk,

masking-tape, and coloured pens, (in case the classroom has no focal point for the flannelgraph board, or the blackboard is covered with English spellings).

The overhead projector can be a boon, but very important also are symbol cards and gestures - which can help the class to grasp a new activity, or convey a different phrase or expression. *"Je voudrais ... écoutez ... quel est ce que je cherche ... regardez ..."* become key-phrases on which to catch your breath and peg your next activity.

It sounds a dizzy-whirl, but in fact all must be carefully structured and recorded. One makes quick checks in English to ensure that all have understood. One gives little tests and "distractions": *"dessinez ..."* for listening comprehension and reading back. Record-keeping is vital, for if one class insists upon saying *"il banane"* or *"il cricr"* instead of *"il mange plus DO"* or *"il joue plus DO"* then one must elucidate before proceeding - and remember to check next lesson.

Maintaining maximum participation, interest, and structure are three challenges ... creating realistic learning situations is a fourth. Primary French is a little like infant teaching in that make-believe and play contribute much to the lessons' success.

Eleven-year-olds are very happy to accept a scoop of imaginary ice-cream, or to help a very short-sighted or deaf teacher, or act as a tortoise for a while. They love to speak behind any figurine held as a mask, or to lock up a daydreamer in a room, or to put him under a desk. They also love being grilled in front of imaginary television cameras or guessing what the wind has blown off the washing line stretched across their classroom. However, to add realistic motivation to our language teaching, the peripatetic team has recourse to three borough-developed resources.

Five, three or one-day visits to France provide an opportunity for the children to put their French into further practice. The venues are mostly small towns in the Pas de Calais area, or centres in Normandy. The lucky ones who stay for five days, visit markets, dairies, fishing ports, factories and historical sites. All shop, and most mix with French schoolchildren.

In a recent pilot-scheme, French was integrated with other parts of the curriculum in an exchange of mathematical, social and arts and craft material with a school in Andres (Pas de Calais). Pen-friends were also found, and both classes of children were delighted to meet each other during a one-day visit to the area.

Helpful French colleagues are beginning to pay return visits and primary children's families are getting involved as hosts.

A second device for introducing realistic communication into the class-

Peripatetics in the primaries

It's a far cry from the 1960s, but primary French still flourishes in Hillingdon by Audrey Lloyd

masking-tape, and coloured pens, (in case the classroom has no focal point for the flannelgraph board, or the blackboard is covered with English spellings).

The overhead projector can be a boon, but very important also are symbol cards and gestures - which can help the class to grasp a new activity, or convey a different phrase or expression. *"Je voudrais ... écoutez ... quel est ce que je cherche ... regardez ..."* become key-phrases on which to catch your breath and peg your next activity.

It sounds a dizzy-whirl, but in fact all must be carefully structured and recorded. One makes quick checks in English to ensure that all have understood. One gives little tests and "distractions": *"dessinez ..."* for listening comprehension and reading back. Record-keeping is vital, for if one class insists upon saying *"il banane"* or *"il cricr"* instead of *"il mange plus DO"* or *"il joue plus DO"* then one must elucidate before proceeding - and remember to check next lesson.

Maintaining maximum participation, interest, and structure are three challenges ... creating realistic learning situations is a fourth. Primary French is a little like infant teaching in that make-believe and play contribute much to the lessons' success.

Eleven-year-olds are very happy to accept a scoop of imaginary ice-cream, or to help a very short-sighted or deaf teacher, or act as a tortoise for a while. They love to speak behind any figurine held as a mask, or to lock up a daydreamer in a room, or to put him under a desk. They also love being grilled in front of imaginary television cameras or guessing what the wind has blown off the washing line stretched across their classroom. However, to add realistic motivation to our language teaching, the peripatetic team has recourse to three borough-developed resources.

Five, three or one-day visits to France provide an opportunity for the children to put their French into further practice. The venues are mostly small towns in the Pas de Calais area, or centres in Normandy. The lucky ones who stay for five days, visit markets, dairies, fishing ports, factories and historical sites. All shop, and most mix with French schoolchildren.

In a recent pilot-scheme, French was integrated with other parts of the curriculum in an exchange of mathematical, social and arts and craft material with a school in Andres (Pas de Calais). Pen-friends were also found, and both classes of children were delighted to meet each other during a one-day visit to the area.

Helpful French colleagues are beginning to pay return visits and primary children's families are getting involved as hosts.

A second device for introducing realistic communication into the class-

room is a variation of the Hertfordshire idea of a "French day". Peripatetics, French class-teachers, and other supportive colleagues, made 14 boxes of eight games. Secondary schools then visit the feeder primary schools, and provide the group-leaders from among their fourth and fifth-year students to present half a day of French games and activities to the younger children.

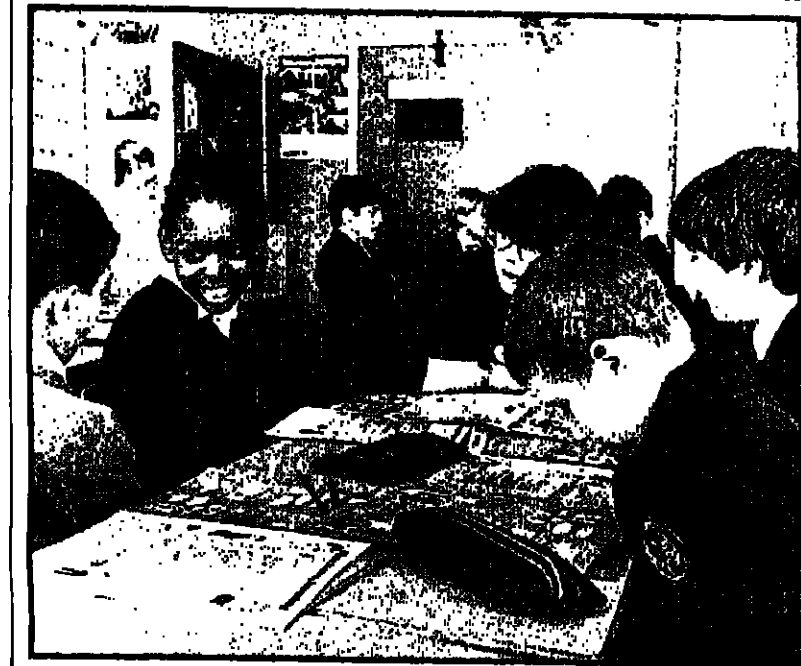
This "intensive French-day" is a many faceted success - giving confidence to the secondary pupils, purpose and fun to the primary children, and creating social links and increased understanding of aims and achievements between the teachers.

However, perhaps the most innovative and ambitious device is the annual primary French theatre - which we

attempt in the belief that drama provides the best means of contriving realistic situations.

Carefully tailored playlets, ranging in theme from domestic disasters to confusions in classrooms, café and railway-stations, to murder in the woods, help the primaries to transpose their French of the classroom into different settings.

In all these three extras to our work the peripatetic team relies heavily on school-based EFL teachers, on secondary colleagues and also on the goodwill and support of heads. Indeed, without their help we could not hope to function. Yet because of the welcome they give us primary French in Hillingdon is flourishing and is now taught in 80 per cent of the borough's primary schools.



Look it up

Harrap's Concise French and English Dictionary, Edited by Patricia Forbes and Muriel Holland Smith. Revised by Helen Knox.
Harrap £26.95, 0 245 54196 9

This is a new edition of the Harrap's Concise, shorter than the Harrap's Shorter and more compact. Large for a satchel or handbag, it would fit neatly into a briefcase and with more than 56,000 headwords is good value for its size. It has the qualities of other Harrap's dictionaries: clean, with plenty of examples and phrases, and covering a broad general vocabulary which does not extend to technical

terms, unless in common use (*canshaft* is out, but you will find *steering column* and *gearbox*). There is also a fair sprinkling of colloquialisms.

Oddly enough, like the Harrap's Shorter, it seems to have been designed in one respect chiefly for French learners of English. Irregular forms of English verbs (e.g. *went*) are cross-referenced, but not the comparable forms of French verbs (*irai, bavons, dois*, etc.), despite a promise in the introduction of even-handedness. The English or American learner will thus find the dictionary workmanlike, but slightly unfriendly.

Robin Buss

Cambridge Educational

Salut!

A new and well-tested beginner's course for the whole ability range in the first three years of secondary school, compatible with the graded objectives approach, combining textbooks with a range of flexible exploitation material and a particularly attractive set of recordings.

- many activities, puzzles and games to make the course enjoyable
- authentic listening material on subjects which will interest young teenagers
- material for pair and group work to encourage practice in communication

Salut! 1
Pupil's book £3.80
Teacher's book £5.50
Workbooks: set of 72 masters £12.00
Set of 6 cassettes £31.00 + VAT

Salut! 2
May 1985

Salut! 3
1986

Awareness of Language

Series Editor: Eric Hawkins

A series for the 11 to 13 age range which puts emphasis on the pupils discovering how their own and other languages work.

Available now
Awareness of Language: An Introduction Paperback £4.50
Cassette £8.50

Topic Books
Get the Message! Spoken and Written Language
How Language Works Using Language Each Paperback £1.25

Forthcoming
How do we Learn Languages?
Language Varieties and Change Each Paperback about £1.85

Cambridge Micro Software

Entertaining language activities with the micro which make learning fun.

French Connections
Netherhall Software
Two programs, *Directions?* and *Villes de France*, using games to practice understanding and giving directions, and identifying towns.
BBC (5) Cassette or Disc £15.00 + VAT

Quelle Tête! Jeu des Ménages
Kopflager Umziehen
Homerton College
Interactive programs in which the pupil instructs the micro to draw funny faces and furnish rooms in unusual ways - and in doing so, practices genders, agreement of adjectives and prepositions.
BBC (5) Disc about £18.00 + VAT
BBC (5) Cassette Disc in preparation

Pass the French Oral

Robert Ditchfield and Jeremy Whitehouse
Preparation for CSE and O-level orals - made more meaningful through the use of authentic, unscripted conversations with French schoolchildren.

Pupil's book £1.75
Teacher's Pack (book, including transcript and cassette) About £10.00

For inspection copies of books and software please write to Lorna Williams at the address below:
Cambridge University Press
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU

Introduce a little drama into your classroom with this great new teaching aid!

Metropolice is a language game which incorporates all four languages skills - reading, listening, writing and speaking. It centres on 'Espionnage', a lighthearted crime story, which ends with a police chase through the Paris Metro.

After reading the story in the booklet pupils then listen to the dramatization of the story on the accompanying cassette. The pupils then choose the role of 'suspect' or 'detective' and through a series of spoken assignments and interrogations, all based on the facts of the story, they try to track down the villain.

So that you won't feel left out, a teacher's manual is available which contains the rules of the game, ideas for classroom organization, and a collection of copyright-free worksheets, including puzzles and written exercises, all based on the 'Espionnage' story.



METROPOLICE Makes French Fun!

The game set consists of a strong plastic base-sheet showing the Metro system, board pieces, cards and dice.

Metropolice is available now from your usual book-seller or supplier.

Special Value Pack Save £5!
8 pupils' books, 1 game set, 1 teacher's manual, 1 cassette
0 19 912072 2

Only £34.95

Individual parts are available separately. For prices and further details please write to: Oxford University Press, Education Publicity Department, Walton Street, Oxford OX2 6DP

oxford

Can you afford to be without a copy of ...

NEW EDITION
The Pitman Guide to English Language Examinations
 Susan Davies and Richard West 2nd Edition August 1984
 Now expanded and fully up-dated, this second edition now covers all the new examinations and syllabus changes.

ARELS Journal review of the first edition:
 'Already essential for every EFL/ESL administrator, this book must be hailed by everyone for whom it was intended ... a simple, obvious and essential book.'

Paper/ISBN 0 273 02035 8/£7.95 net

Order from your bookseller or, in case of difficulty, send a cheque/postal order (payable to Pitman Publishing) to: Cashpost Service, Pitman Publishing, Southport PR9 9YF. Postage and packing are FREE - but don't forget to use a delivery address!

Also ...

Pitman Business English

A series of three comprehensive texts for ESL business studies students
 * Clerical * Secretarial * Personal Assistant

And ...

Pitmansoft - Educational Software

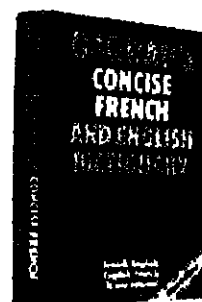
GAPFIL

A new computer-assisted language learning package for teachers of EFL, ESL, French, German, Italian, Spanish and Scandinavian languages.

For inspection copies of any Pitman Business English text and for more information on GAPFIL write to: Pitman Publishing, 128 Long Acre, London WC2E 9AN

Pitman

The New Harrap French Dictionary



More modern examples than any other comparable dictionary

222x141/928pp/0 245-54196-9/boards with jacket/£6.95

Harrap dictionaries are different

19-23 Ludgate Hill, London EC4M 7PD

GRANT AND CUTLER

Specialists in French, Spanish, German and Italian books
 Large stocks - Prompt postal service
 Course books, texts, criticisms
 FREE CATALOGUE ON REQUEST

11 Buckingham Street,
 London, WC2N 8DQ

01-839 3138
 (0204)

The grammar maze

by Anne Willer

There are many conflicting views about the teaching of modern languages in our schools. People are still very much divided in their opinions regarding our failure to achieve the same standards as our European counterparts, with some believing that the fault lies in teaching methods and some that the country as a whole needs to change its attitudes towards foreign language learning.

Some schools devote a great deal of curriculum time to languages, some devote very little and there are even people who still believe that we should "offer foreign languages to the few who are genuinely interested and capable" (Marie Lemoine, *The TES* April 20). In particular, strong views are held about the demise of the second foreign language and the dominance of French in our schools.

I have only been teaching for a year and two terms, but I am convinced that the number of pupils continuing a language in the fourth and fifth years depends largely on the examination offered at the end of the course, and not just on their experiences of the last three years, although these are obviously influential.

Although there have been considerable changes in examinations in languages over the last few years, to include a higher percentage of marks for oral skills and less for the written papers, there is still far too much emphasis on grammar.

Whilst many O level candidates can cope with, and quite often enjoy, this emphasis, for the average CSE candidate grammar is a maze through which he or she continuously stumbles, without ever finding the exit. I have found that no matter how much I try to conceal the fact that I am teaching grammar by explaining it in the most simple terms possible, there is a marked lack of motivation in the classroom whenever it is mentioned.

A group of London teachers overcame this problem by devising a mode 2 CSE French examination which devotes only ten per cent of its marks to the written paper (comprising one letter, formal or informal) and 30 per cent each to reading, speaking and listening. The course is a natural progression of methods such as *Eclair* and is largely based on "realia".

It is taught on a topic basis and teachers can devise end-of-topic tests

to give the pupils short-term goals and a constant sense of achievement. Parts of the exam, such as the listening comprehension, which is long and varied and consists of French people speaking at normal speed, are very demanding, although the exam overall demands little knowledge of formal grammar.

Language, after all, is about communication, and when these pupils visit France they will still be understood when they say "J'ai nîlé" instead of "Je suis allé".

Since the introduction of this examination in the school where I teach, option numbers have increased dramatically, and the number of pupils achieving Grade 1's is commensurate. The course is well within the capabilities of most CSE pupils, they can see its relevance, and much of their enthusiasm is maintained because for many of them the achievement of a Grade 1 is well within the bounds of possibility.

However, I am also in the interesting position of teaching Spanish to the same age-group, this time working towards a Mode 1 CSE exam. The difference in the enthusiasm and achievements of these pupils is staggering and even more blindingly obvious amongst the pupils whom I take for both French and Spanish.

The syllabus includes a long list of grammar points, and an understanding of the latter is essential if the pupil is to do well in the written paper. In all fairness this written paper does count for only 20 per cent of the marks, but it is significant enough to prevent a pupil from obtaining a Grade 1 if he or she performs badly in it.

As well as this, part of the oral exam consists of questions on a picture, which involves some manipulation of tenses and is worth ten per cent of the total marks.

I have found that my most able CSE candidates are constantly confused by tenses and grammar in general, but extremely able in other respects. Indeed, were they capable of handling tense and grammar I would have entered them for an O level.

(I was very interested to note that a recent report on this Mode 1 exam stated that pupils did extremely well, on the whole, in the oral paper, but very badly in the written, with only native speakers scoring high marks.)

As a result, enthusiasm is lacking

and results thereby suffer. Last year, one of my pupils managed to achieve a Grade 1 in the French Mode 2 examination, but in the Spanish mode 1. Most of the results did not show quite such marked differences, but without exception all pupils achieved a higher grade in their French.

What, then, is the solution to this problem? I believe that schools must increase the status of languages other than French, and not just offer two or three languages to look impressive on the school records, but because they sincerely believe that knowledge of languages other than French is beneficial.

When other languages are introduced, preferably on a rotation basis from the first year onwards rather than tagged on as a two-year course in the fourth and fifth years, rather like an afterthought, then more specialists in Spanish, Italian, Russian etc. can be employed.

There is no reason why all teachers should not get together to plan a mode 2 CSE course with emphasis on grammar, just like the French. The reason this has not happened hitherto is that too many teachers like myself, themselves products of a system where French has dominated, are trained to teach for both French and Spanish.

Periods of their second language, often alone within their departments in doing so. Because teachers of languages such as Spanish are in the minority, there are fewer teaching materials, fewer advancements made in examination syllabi, and as a result it is more difficult for pupils to succeed. The long term effects of this lead to fewer specialist teachers. It is a vicious circle.

Thus, when more time is devoted to these languages in schools, I believe that improvements in examinations would follow, there would be greater uptake of languages in general at options time, and other countries might start to admire our efforts to communicate, albeit on an incommensurate level.

In the meantime I, for one, am grateful for the relaxed atmosphere in my CSE French classes, brought about by the advent of the ungrammatical Mode 2 examination.

Anne Willer teaches at Ingram High School, Thornton Heath, London

Talk of the town

John Israel describes a course for language teachers held in Modena in Italy

Picture the town of Modena in Northern Italy: a neat traffic-free, medieval centre with a Romanesque cathedral flanking a cobbled and pigeon-filled piazza; elegant, arcaded streets of shops displaying expensive wares; people on bicycles; modern suburbs encircling the ancient Via Emilia that leads from Rimini to Milan.

Modena is the wealthiest city of the nation, celebrated for its agricultural and industrial produce, with names that are known everywhere: Ferrari, Maserati and Lamborghini cars, Fiat tractors, ceramic tiles, Lambrusco wine and Parmesan cheese. Perhaps less expectedly, one discovers that the whole has been governed since the Second World War by a popular, Communist administration. But then Modena is in many ways a characteristic Italian city, and as such it appears full of paradox - a paradox of twentieth-century Italian life: Catholicism meets Communism; centuries-long tradition meets affluent modernity. All this set against the dark background of criminality, with heroin addiction, Mafia-controlled and rife amongst the youth.

The paradox may appear irrelevant to our concerns when it is asked why, in Britain, a group of 23 teachers and lecturers, many mainly of French, should visit the town on a fortnight's DES/Central Bureau course, aimed at improving knowledge of contemporary Italian life and increasing competence in the language. While Italian is

still mainly regarded as a subject of peripheral concern, why should time and money be spent in such a venture? As one of the teachers of French, from a secondary comprehensive school where Italian is taught in a lunch-hour club solely to interested participants, I found this course neither paradoxical nor irrelevant, neither reassuring nor relaxing, but provocative and engaging in a number of often surprising ways.

The course was certainly demanding and intensive, with English banished during the day to the few minutes' coffee breaks with colleagues in a bar neighbouring our centre. Our daily immersion in Italian commenced with language work graded in three groups. There followed a series of lectures on a variety of topics, to provide a view of life in the city: the local administration, the drug problem, the press, radio and television, the education system, a Modenese artist's experience, provincial gastronomy, and so forth.

Few concessions were made to the English mind; and as no more than an exercise in advanced listening comprehension in its wide-ranging detail, and for less fluent members of our group, exhausting! Afternoons were spent in small groups on project work, with parties practising the spoken language with experts from local industry, the trade unions, local agriculture, commerce, cultural and tourist activities and the transport and health services.

My own group visited a range of industries: from those that were heavily mechanized and highly automated to craft-based products. It made a welcome change from classroom and lecture hall. Our language was used often naively, it must be said - in the machine-filled halls of ceramic tile production, Lambrusco wine bottling, multicoloured card printing, luxury car assembly, and in the smaller friendly works of dumper truck construction, castor wheel manufacture and ball-bearing production - not forgetting a dairy where four drums of fresh Parmesan cheese are produced daily in a process so valuable that the finished cheeses are then stored for two years in the vaults of the local bank!

In the evening we returned to our language-group classes, to continue our total immersion in the language, with further sessions of discussion, often with fellow teachers from all levels of the local education system.

The enthusiastic involvement of our teachers, Deanna Magni, Mariella Scarpa and Maria Baccanini, ensured that by 7pm, practice was by no means over. Italian conversation continued socially into the small hours around visits to restaurants, opera, theatre, concerts and homes: the whole made possible through the unstinting generosity of our hosts.

The two weeks spent in Modena were crowded, and besides making considerable progress in my own other benefits slowly began to emerge. The break from the classroom, from different levels of our own education system and from different parts of the country, was refreshing and stimulating as always.

Underneath all the intensive

Time to come in from the cold

Ethnic languages are modern tool writes Michael Mobb

There are several reasons why the languages of ethnic minority pupils, where they are introduced into the secondary curriculum, are not brought under the wing of the modern languages department but are generally associated with the ESL department.

At first glance, the clientele may appear to be the same - minority pupils who at a moment's thought remind us that not all minority children need ESL provision, and it is not unreasonable to expect that some majority children too may be interested in ethnic languages.

That said, however, the clientele for the traditional "modern" languages and for the ethnic minority languages are different, inasmuch as in the latter case not everyone starts from scratch, and indeed the personal motivations for learning are much more varied. (It must be emphasized, nevertheless, that despite the common designation, "mother tongue", the ethnic languages are not technically the mother tongues of any but a small proportion of the minority pupils who take them.)

A further reason for the non-modern status of the ethnic languages lies in the different approach to teaching and assessment dictated by the format of such O and A level examinations as are available for these languages. It is high time that community language teaching in secondary schools was brought in from the cold.

Long deliberations by a working party of no less a body than the National Council on Languages in Education have come to this conclusion (see *Minority Community Languages in School*, edited by E. Reid, NCLE, published by the CILT, 1984, for a full discussion of the recommendations and of many related curricular issues).

Concerning the nuts and bolts of compatibility with modern language teaching approaches, in particular with regard to parity in the field of public examinations, the Schools Council has commissioned case studies on particular ethnic languages which have been published as a discussion document: *Community Languages at 16+* (by John Broadbent, Mahmood Hashmi, Baluash Sharma and Maroulla Wright, published by Longman for the Schools Council, 1983; reviewed in *The TES* (on November 18 last year).

Community Languages at 16+ was produced as part of the Schools Council's contribution to the reform of secondary assessment and examination practices in recognition of the fact that pupils are growing up in a multi-ethnic and multicultural society.

The document takes for granted the legitimacy of not too distant implementation of a unified system of examinations at 16-plus. This event will clearly provide a golden opportunity to introduce changes into the existing public examinations for minority languages which will remove some of the conceptual hurdles to their achieving modern language status. The "community languages" of the title are those languages (other than English or Welsh) which are used by communities settled in England and Wales; Urdu, Hindi, and Modern Greek were chosen as exam-

ples for detailed consideration.

Chapter 1, "Language Education in a Multilingual Society", by Broadbent, places the teaching of community languages in the wider context of a) the growing recognition that Britain is a multilingual society, and b) the growing malaise in the modern language teaching profession associated with the dominance of French and fuelled by the falling numbers in language options and by the unsatisfactory levels of oral communication skills attained by pupils.

The writer argues for the introduction of a more diverse language curriculum (including a component of general language "awareness"), drawing attention to the variety of languages now used by minority communities in Britain (and to the efforts made by the communities themselves to teach their languages to the younger generation).

It is perhaps a pity that this introductory chapter does not touch on some important unresolved issues surrounding the teaching and examining of community languages in schools. Though these issues are indeed dealt with in the chapters relating to three specific community languages, the discussion may lose its impact on readers not concerned with any one of these languages.

One such issue hinges on the "mother tongue" image of community languages: should the language be taught as a first language (mother tongue), or as a second or foreign language? The answer must determine the nature of the teaching, and hence assessment, programme.

The case of Welsh in Wales, which is taught in both modes, could provide a useful model. Further, the issue of standard language versus local dialect or vernacular applies to many, if not all, community languages in Britain. The issue is: are pupils to be offered support in their own (or their parents') particular dialect, or are they to be taught the "standard" form (for example, national language of the home country, language of literacy, etc.), which is in many cases a very different variety of language from that spoken at home?

Literacy is another issue: several community languages use scripts other than the Roman alphabet, and most students start the course literate only in English.

Given that modern language teachers now recognize the value of a spoken command of a language, with reading and writing skills as an additional component which is not essential for all pupils (cf. the Joint Council's national criteria for French at 16-plus) - what should be the relative examination weightings assigned to the oracy and literacy aspects of community language study?

All those and many other methodological issues must be resolved to the satisfaction of the community language teachers themselves, but the discussion would be greatly enriched by insights from the alternative perspective of modern language teachers.

work, a more significant understanding became clear. How must so many of our pupils feel, struggling to keep up in classes where lessons appear too fast, too advanced, too uncompromising, shamed by stronger members of the group interrupting to help ease conversation; stifled with frustration at the lack of fluency required to express the ideas and interests foremost in their minds; exhausted by forced and lengthy periods of thought away from the home language of English?

They must feel as I felt. As a teacher of French put in the position of learning a new language myself, the experience of being totally surrounded by Italian at Modena, brought a clarification and deepening of my awareness of what it feels like to learn a foreign language - an awareness that had been fading as my own success in French increased, and my own school-days receded.

Being again the learner in the classroom, directly involved in the "receiving end" of modern language instruction with its latest methodology and techniques, brought a critical understanding of my own approach to the surface, and placed me in a position to re-evaluate myself as a teacher, in a way that was dramatic, immediate and

(Collaboration over principles at an early stage would in any case pave the way to a smoother staff room merger of the two departments).

The findings and recommendations relating to one particular community language, Urdu, will now be summarized.

Urdu is the national language of Pakistan, although it is a second rather than a first language for most settlers of Pakistani origin in Britain; (it is, however, their first language of literacy). It is also an important second language for Muslims of Indian origin. The case of Urdu at school subject in Britain is documented by Broadbent and Hashmi. Various GCSE and CSE boards cater for Urdu, as do the Institute of Linguists and the London Chamber of Commerce (Chapter 2: "Existing examinations in Urdu").

As the London O level attracts the largest number of candidates, the writers discuss the relevance (or lack of it) of that examination for existing and potential candidates. Their criticisms relate to the selection of passages for translation into English (they are too complex, making no attempt to avoid low-frequency vocabulary or obscure cultural references); the use of decontextualized sentences for translation into Urdu; the choice of abstract and irrelevant essay titles; and the lack of reading comprehension and of an oral/aural component. (The latter omission is justified by the board on the grounds of low numbers of candidates which leads to high administrative costs).

A detailed comparison of the treatments of French and Urdu by various examining bodies reveals the pitifully limited range of skills in Urdu (and other minority languages) assessed by the London O level which so dominates the market.

Course design is the theme of Chapter 3, "Towards a new framework for Urdu examinations". The writers describe courses developed in a number of schools and localities and refer to Council of Europe initiatives in language teaching (such as the Threshold Level) as possible guides to the "normalization" of Urdu teaching. They make suggestions for background studies component of an Urdu language course, and, most important, they outline an "Urdu Lit." course for those students who start with a working knowledge of the language. (This two-level approach at 16-plus goes some way towards obviating the difficulties of mixed-level classes which is characteristic of minority language teaching).

Chapter 4, "Assessing performance in Urdu at 16-plus", presents detailed proposals for assessment procedures which may be implemented in a new criterion-referenced examination at 16-plus, drawing on the national criteria for French.

Criteria relating to a broad range of skills are given for oral and written examinations and for coursework assessment.

The remaining chapters cover similar ground, although in somewhat less

depth, for Hindi (the national language of India; not a mother tongue for many settlers in Britain but an important second language for all people of Indian background, especially those who are Hindu by religion), and for Modern Greek (the national language of Greece and of the Greek-speaking region of Cyprus). The writers are Sharma and Wright respectively.

The overall thrust of this document is to argue for the treatment of Urdu and the others as "modern languages", on a par with French, available to pupils of all linguistic backgrounds including those with no prior familiarity and no community connections with these languages. As a result, the 16-plus examinations proposed on this basis may not stretch pupils who do start with prior experience, which is why in the case of Urdu a separate "Lit." examination has been suggested.

The authors of this document have taken pains to ensure the relevance of the topics, activities, and so on, which

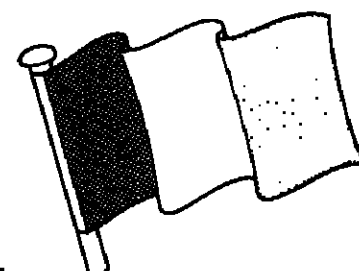
they propose, to children whose educational and social experience is rooted in Britain rather than in an overseas country, without ignoring the fact that the study of the language provides an opportunity to gain insight into the overseas culture.

The provision of community language teaching is thus much more than the provision of a special curricular option for children of certain ethnic backgrounds. To accord these languages a place on the mainstream timetable and to give them the status associated with well-known public examinations as well as parity with the traditional school languages is in effect to recognize publicly the intrinsic worth of the home language and background culture of a significant proportion of the pupils in British schools.

Michael C Mobbs is researching into the learning of South Asian community languages by secondary school children, in the Department of Applied Linguistics, Birkbeck College, London University.

TRICOLORE

comes through with flying colours!



STOP PRESS:

TRICOLORE ASSESSMENT PACKS

Designed to encourage and motivate pupils and to help teachers monitor progress.

Pack 1A for use with Units 1-8. Now in stock.
 Complete pack with tape 0 560 20660-7 £37.75 + VAT
 Complete pack with cassette 0 560 20661-5 £35.75 + VAT

Pack 1B for use with Units 9-14. Publication due November 1984.
 Complete pack with tape 0 560 20662-3 £37.75 + VAT
 Complete pack with cassette 0 560 20663-1 £35.75 + VAT

Each pack contains *Reproduction Masters* which may be duplicated or copied in unlimited quantities provided they are used only within the school purchasing the pack.

TRICOLORE STAGE 4

Publication due June 1985.

This, the final stage, has been carefully researched to meet current graded test objectives and to comply with the national criteria for the new GCSE examinations in England and Wales, as well as the proposals for the new Standard Grade examination in Scotland.



For further details, please contact:
 ARNOLD-WHEATON PUBLISHING, E J Arnold & Son Ltd., Parkside Lane, Leeds LS11 5TD. Tel: 0532 772112

PRACTICAL HANDBOOKS

A new series published by

THE MODERN LANGUAGE ASSOCIATION

"The Head of Department: a guide to good practice" price £3.00

"A Probationary Language Teacher's Handbook" price £3.00

"German in the Classroom" price £3.50

All prices include p+p

Send now to:
 The General Secretary (TP), MLA
 24a Highbury Grove, London N5 2EA

Barbican Art Gallery

Level 8 Barbican Centre London EC2
Tel: 01-638 4141 ext 306/346
15th November 1984 to 20 January 1985



James Tissot

Tue to Sat 10am to 7pm
Sun & Bank Holidays 12 to 6pm
closed Mon, except B. Hols
closed 24, 25 & 31 Dec
admission: £1.50 and 75p
reduced rates for pre-booked parties.

The exhibition is supported by
the Peter Stuyvesant Foundation

NATIONAL
ARMY
MUSEUM

EDUCATION SERVICES

Talks and activity sheets for all ages and abilities;
Sketching in galleries for juniors & art/design students;
Academic talks for 6th formers;
Help and advice for students and teachers, ALL FREE.

Full details from:

The Keeper
Education Department
National Army Museum
Royal Hospital Road
London, SW3 4HT
(Telephone: 01-730 0717)

Five centuries of the British Army

SCHOOL PARTIES!

We specialise in educational cruises around Portsmouth Harbour. Optional visits can be arranged at HMS Alliance (Submarine Museum), Spitbank Fort (in Victorian sea fort recently open to the public).
*Free Ferry Travel (Portsmouth Harbour)
*Free cruise for supervisory staff
*Standard cost £1.00 each.

Contact Portsmouth Harbour Ferry Co. P.L.C.
South Street, Gosport
Tel: Gosport (0709) 824851 for more details

ORGANISING A VISIT, A TOUR, OUTING OR A HOLIDAY?

Then you need our new, comprehensive directory for schools, colleges, students and teachers.

SCHOOL VISITS, TOURS, OUTINGS AND HOLIDAYS - A GUIDE

Published in February, 1985, it contains data fully researched under the direction of Dr. D. C. Perkins, B.A. (Hons.), M.Ed., Ph.D. (Wales), A.C.T.S., F.D.I.M. It includes details of educational services available at the main tourist centres and a section on Activity Holidays for small groups, notes on accessibility to field and geographical studies.
Pre-publication copies are available at the special price of £5.95 to bona fide teachers, lecturers, and school colleges. (Full price £7.95).
If you have to organise children, students, teachers or similar groups on outings, visits, tours, field work, special activities, holidays - however large or small - this will save you much preparatory and detailed work. Receive your copy now.

TO: DOMINO BOOKS LTD., HOMERIC HOUSE,
MOUNT PLEASANT, DOUGLAS, ISLE OF MAN.

Tel: 0624 825072. Telex: 628554 - School G.
Please send me... copies of SCHOOL VISITS, TOURS, OUTINGS AND HOLIDAYS - A GUIDE at the special pre-publication price of £5.95. (Send no money, we will invoice you.)

Name: _____

School/Address: _____

This is for the use of: _____

Signature: _____

Department: _____

Postcode: _____

Mine of information

Iola Smith in Wales

School parties can follow a wide range of activities in Wales this autumn and winter. From re-living the past in museums to mountain climbing in Snowdonia - there's something to interest all tastes.

A visit to any of the four museums within easy access of Cardiff will eradicate any teenagers' fears that museums are boring, stuffy places. Each one gives an insight into a different aspect of Welsh culture, ranging from the rural life celebrated at Cardiff's open air folk museum to Blaenavon's Big Pit, a living example of Welsh mining traditions.

The Welsh National Folk Museum, situated at St Fagans Castle, is an authentic recreation of 400 years of country life. Excepting the castle, all the buildings have been transported stone by stone from their original location in the Welsh countryside and re-built on this 100 acre site. Farmhouses complete with period furniture, woolen mills and chapels have been brought together in this way. School groups are welcome throughout the year. Tours and talks can be arranged by St Fagans' education officer, Walter Jones, and during their visit to the restored 10th year old school, junior pupils dress up in period costume for a "lesson".

Afterwards, there's an opportunity to play with the museum's collection of old fashioned toys. (Cardiff 569441).
Walter Jones also mounts history lectures for O level students, and craft exhibitions for all ages are regularly held. These include wood turning, and traditional fabric making in the restored woolen mill. A visit to St Fagans is often the beginning of a class project, and Walter Jones is occasionally invited to a local school to view the follow up work. History isn't his only concern - in order to preserve Welsh culture, language courses for Welsh learners are run each year.

A contrasting picture of Welsh life is offered at Blaenavon's Big Pit. This underground museum is a tribute to the 1,000 miners who worked at the mine in its heyday. Pupils aged eight and over are allowed to visit the underground workings. However, one teacher must accompany each group of 13 pupils. A tour of Big Pit - which recently won a Prince of Wales award for its interpretation of mining history - includes the surface as well as underground exhibitions. Information sheets about the mining industry are available for

teachers and older pupils. On the surface, visits are made to the smithy where all the pit tools were made, the saw mill, the winding room and the pithead baths. Then, in the lamp room, pupils are kitted out with a safety helmet and carry lamp before their hour long visit underground. With ex-miners as guides, they see coalfaces where children used to work, and the stables where pit ponies were kept. (Blaenavon 790311).

From miners to mine owners. Tredegar Park, near Newport, was the home of the Lords of Tredegar for 500 years. The house, now restored to its seventeenth century glory, is owned by Newport Council. Tours for schools are held every Wednesday, Thursday and Friday. House visits include the seventeenth century state rooms - one of which has the doubtful honour of being Charles I's temporary bedroom - and a look at life below stairs. A Children's Farm where rare breeds of domestic animals are kept is a must for younger pupils, and for both house and park tours, spotter sheets are provided. (Newport 62275).

The Welsh National Museum in Cardiff is a more traditional museum, but it runs specialist exhibitions and lectures for all age groups in art, biology, geology and archaeology. Some of these exhibitions go out to local schools. For example, from October 29 a natural history display tours to the Museum's natural history videos, while sixth formers are given lectures on the museum's collection. Pupils interested in South Wales' sea-faring traditions will also enjoy a visit to the Maritime Museum in Cardiff dockland. (Cardiff 379795 and 371805).

Schools theatre is also busy this season. Theatre Powys is touring a day long infants TIE show, *Past Caring*, throughout its home county. It looks at the change in rural life between 1930 and today, thanks to mechanisation taking over from rural labour, and radio and television's domination of social life. The play is accompanied by a touring exhibition of 1940s memorabilia collected by the children. The exhibition visits Welshpool in October, Brecon in November and Llandrindod Wells next spring. (Llandrindod Wells 4444).

Swansea's Grand Theatre is mounting schools productions from October 31 to November 3. *Robin Hood* and *Mr Toad* tread the boards. *The Wind in the Willows*. On November 21 a day long Gilbert and Sullivan workshop based on *The Pirates of Penzance* is held for pupils aged 11 and over, and from December 4-6 Whirligig Children's Theatre presents *The Paper Town Paper Chase*. (Swansea 55141).

Discounts are offered to school parties at Cardiff's New Theatre. Both evening and matinee performances of *Romeo and Juliet* (December 3 to 5) and *A Man for All Seasons* (December 6 and 7). A school matinee of *She Stoops to Conquer* will be held on Thursday, November 22 during the National Theatre's regional tour. (Cardiff 32446).

For third and fourth form secondary pupils with an understanding of French, Triangle Theatre presents *Dominique et la vie d'un Zouave* - a look at school days in France - at the Sherman Theatre, Cardiff, on December 5 (Cardiff 30451).

Finally, sports minded teachers and pupils can take advantage of the facilities offered at the Welsh National Sports Centre, Cardiff. PE teachers can join in the numerous coaching sessions held, while pupils interested in unusual sports may have special coaching sessions at the centre. (Cardiff 397571). Plus *Men of Honour* Pursuits Centre is in Gwynedd. Pupils aged 14 and over can learn sailing, canoeing and mountain climbing. Environmental studies sessions are also held, offering an in-depth look at Snowdonia's geology, plant life and history. A week long course will be held in November - from 25 to 30, with weekend versions available in February and March next year. (Caernarfon 670964).

Chatterley Whitfield



Tours 700ft underground
in the care of ex-miner
guides who tell the "living
story" of coal

Chatterley Whitfield Mining Museum
Havillat, Stroud, Gloucestershire



THE REAL TOAD
IN THE
FORTUNE
THIS YEAR

TOAD
OF
TOAD
HALL

Christmas Matinee
Mon-Fri 1.30pm to 4.30pm
Sat 11am to 2pm
Fortune Theatre
Cove Garden
Box Office 01-638 2230

JEWISH MUSEUM

Woburn House, Upper Woburn Park
London, WC1H 0EP
01-638 4123

JEWISH FESTIVALS AND HISTORY
ILLUSTRATED BY ATTRACTIVE
ARTISTS
TWO AUDIOVISUAL PROGRAMMES
ON JUDAISM
SCHOOL GROUPS WELCOME
BY APPOINTMENT

Lots of
suddenlysHeather Neill meets the
playwright David Wood.

David Wood is a man of many parts. Some of these he acts, but his best-known role is that of Britain's premier children's playwright. His popular, often-produced plays include *The Owl and the Pussycat Went to See*, *The Gingerbread Man* (to be seen at the Bloomsbury Theatre this Christmas), *The Plotters of Cabbage Patch Corner* and *The Meg and Mog Show*, which has already had two runs at the Unicorn Theatre in London.

David Wood has been "theatre mad" from the age of six. By 11 or 12 he was performing magic at other children's parties as a semi-professional. At 14 he went on a holiday drama course and still says it was the best week of his life because it was such a revelation to meet like-minded people. After Oxford and stints in rep and TIE as an actor he wrote his first children's play, *The Tinker Box*, in 1967 for the Swan Theatre, Worcester, which was produced "while I was at Watford giving my Wishee Washee". A string of hits followed in the seventies.

Merely providing high-standard material for children's theatre was not enough for David Wood, however. He has been running his own company, Whirligig, for six or seven years. He is determined that children's theatre should not be considered "second or third division". To this end, he often employs people - actors, technicians, designers, choreographers - who have worked with major adult companies like the Royal Shakespeare Company or who have appeared on the West End stage. He has found his acting career helpful in that someone who appears with him in a grown-up play is more likely to come to Whirligig for a season. He regards acting for children as a special skill: his company "must be very controlled, have precision, pace, clarity. If the kids miss anything you must blame them if they turn off." The actors must involve the audience "without talking down or coming out of character or diluting". They must "put up with (theatrical) unsocial hours, often doing shows morning and afternoon but being free, sometimes in a strange town, in the evenings. "We live on a knife-edge; it could be pandemonium". But when it works, there is no greater reward, he says, than a full house of children responding to a play of his.

continued from previous page
also advise you about the Saturday morning classes and holiday projects, 74780.

City Museum, Abbeylea Hamlet, Bishop's House, Manor, Shepherds Wheel and Kelham Island Industrial Museum have personalities of their own, and it would be a shame to take a group of children to any of these without having some knowledge of the individual characteristics of each. Viv Lloyd based at the City Museum (72226) is the one to talk to about the service as a whole, and to tell you about particular courses that have been devised to match up with particular exhibitions. In addition, the extension services staff will provide a guide free of charge if there's sufficient notice, and alternatively a panel of volunteers offer a £4 guide service.

City Museum houses the world's finest collection of old Sheffield plate. Abbeylea Industrial Hamlet offers a look at the living conditions of the working conditions of Sheffield's past. Over seven days a week - special working days arranged - Bishop's House is a timber-framed woman's house opened as a local history museum - two of its rooms are furnished and have changing exhibitions.

Manor, recently opened at Parkhill, an old building, was originally one of Sheffield's two most impressive buildings of the early 19th century, which even less remains. Mary Queen of Scots and Cardinal Wolsey were kept at one time, so were a pub, a kiln, a chapel, a coal-mine and a cobbler. Winter visiting permitted on application only.



Tishoo, Spike the Pen, Fireman Silver, Professor Paperback, Lady Carrier Bag, Mr Quid and Litterbug - all characters in *The Paper Town Paper Chase*, this week at Sadler's Wells.

And, of course, it does work. And it's no accident that it does. "If I have any knack at all," Mr Wood says modestly, "I can see how audiences of children will react". He appeals to their sense of fairness and involves them emotionally in a battle to help Good overcome Evil. All the incidents in the plays seem important within the context of the story; the characters must be seen behaving with emotional sincerity, sometimes suffering loneliness or danger but learning to pull together to survive. This idea - the absolute necessity of co-operation - is a simple but enduring thought to leave his audiences with. He doesn't set out to be didactic otherwise, though last year's play *The Selfish Shellfish* had an ecological message - the creatures on a beach have to contend with a wicked oil slick. This year, *The Paper Town Paper Chase*, about a Salamander in the Land of Fire, has a cheeky Litterbug among its characters and the dangers of fire are not overlooked.

Many people submit plays to Whirligig but they are rarely suitable. David Wood's own rule of thumb for a successful script is of a child on a conveyor belt, had on a Canadian hat, put up with (theatrical) unsocial hours, often doing shows morning and afternoon but being free, sometimes in a strange town, in the evenings. "We live on a knife-edge; it could be pandemonium". But when it works, there is no greater reward, he says, than a full house of children responding to a play of his.

visit to it could well be extended into a wellie-walk to Forge dam. Wiremill dam, and out to the moors.

Kelham Island Industrial Museum is a powerful monument to Sheffield's recent past - the spectacle and size and colour and movement of the River Don engine will fascinate any child from nursery school age upwards. There is a talk and a film, demonstrations, role-play activities, and a new course on the complex and flexible urban wildlife around the site. A visit to a real steelworks should be a must as a preparation for a visit to Kelham Island, though they are becoming increasingly difficult to arrange. It can be done, though, and it's worthwhile making enquiries about this through the museum at the time of arranging your visit there.

The Anvil Cinema offers a varied and rapidly changing programme of films with three showings in its three rooms. Ring Richard Dabrowski on 760778 for bookings and for particular information about films and talks.

Steel City Dance Cooperative are holding early evening classes on all kinds of dance for children and adults of all levels of ability. Phone 392635 or 580022 if you would like to book a course for a group of children.

If you want to take your party outside Sheffield and perhaps do some walking as well as talking you may like to try any of the following: Loose Hill, Hall Study Centre, just outside Castle, offers a wide variety of day- or week-courses on photography, environmental studies, geology, wildlife, etc. I would recommend a course there before you do the Castleton Caves trip, or take a walking party onto Kinder, Ring Peter Townsend,

him on his toes he continues to tour his one man magic show, takes workshops in schools and consults his two young daughters.

With such a track-record - each new production is invariably greeted with delight by critics as well as audiences - one might imagine that funding would be no problem. But this year the money needed to top up the Arts Council's grant is still not forthcoming. Clarks, the shoe manufacturers, have reluctantly had to withdraw their support and no-one else has come to the rescue. Products like alcohol, cigarettes, even sweets, obviously cannot be linked to a children's company, but there must be some businessman somewhere who can see the benefit of supporting a wholly admirable enterprise which visits many major cities each year.

David Wood - actor, director, administrator, playwright, composer - has recently taken to writing books for children too and his educational television series *Chips Comic* has just returned on Channel 4. Meanwhile, there are seven professional productions of his plays all over the country this Christmas as well as professional and amateur ones all over the world. Children will even be treated to his version of *Cinderella* in the Seychelles.

The Paper Town Paper Chase goes to Hull, Buxton, Birmingham, Nottingham, Swansea and Oxford in November and December (01 947 1732 for details.)

Hope Valley 20373.

Yorkshire Sculpture Park changes its exhibition two or three times a year and offers plenty of room for running round, drawing and wondering. The park is near Wakefield and for information about special events phone 092485579. Trips up Chesterfield crooked spire are guided by the verger, and both his address and a town trail are available from Chesterfield library. You might like to build this into a walk along Chesterfield canal, which involves leaving a mini-bus at Kiveton Park Station, walking along the towpath, with all its historical and derelict artifacts, to Shireoaks, and taking the train back to Kiveton Park.

Bolover Castle is superbly restored, though much is a ruin, with a fairytale castle keep. (9.30 am - 4 pm from November onwards but do phone to make sure the keep is open - Chesterfield 823349).

Canabrough, a late twelfth century castle was chosen by Sir Walter Scott as a setting for *Ivanhoe*. Open 9.30 am - 4 pm, you can get there by 270/278 from Sheffield Pond Street bus station. Phone Rotherham 863329.

A short and spectacular train drive from Sheffield takes you to New Mills, with plenty of scope to see and draw the cotton mills, tunnels under the streets etc. Information about trails and New Mills history notes (40-50p) from Derek Brumhead, 3 Falcon Close, New Mills, SK12 4JG.

There are, of course, countless other places and activities. Further information about places to visit can be obtained from the civic information centre, 734760, and about cultural courses and one-off activities such as poetry readings from Leslie Evans, 734716.

HMS BELFAST
LONDON'S FLOATING NAVAL
MUSEUM WITH OVER SEVEN DECKS TO
EXPLORE
Film Shows,
Talks and Worksheets available.
Open daily. Admission free charged
For further information contact the School Officer
Telephone: 01-407 6434, Ext. 31

UNFORGETTABLE

Famous Gorilla Colony
Howlett's ZOO PARK
Bekesbourne, Nr Canterbury, Kent
Off the A2 south of Canterbury
PORT LYMPNE
Zoo Park
Mansion & Gardens
Lymington, Nr Hythe, Kent
Exit 11 M20 south of Ashford
A Day with John Aspinall's Rare & Beautiful Animals
For all enquiries and details of special party rates, telephone: Hythe (0303) 64646
Educational Packs available. Teachers come in at child party rates

**RESOURCED EDUCATIONAL VISITS
ENVIRONMENTAL STUDIES COURSES
FARM BASED PROJECTS
P.T.A. 'SPECIALS'
1984/85**

from
£26.90

ED-PAK
© ...the best thing in teaching since chalk.

The Times Educational Supplement 26th February 1984

To: Ed-Pak, Freepost P.O. Box 42, Torquay, TQ11 3JW
Please forward without obligation, your 1984/85 brochure
NAME _____
SCHOOL _____
ADDRESS _____
(No postage required)

101

MENT
ON
n.
1
1985.
her to
Lower
runity
of the
ysics.
e. The
expert-
prob-
and
uitable
school
whom

whom
uld he
inter.

REPORT,
1146
Y. OF
ACHER
11 to
physics,
level and
to 'O'
ctunity

Inte.
 and

EE
AR

B.A.
ery
of all

Head:

Head-
iculum
addresses
of
134822

January 1971

ation
ultim
e of
be
within
4828

ould

1948-
 1950-
 work
 filed

rail-
 to
 office-
 cases
 1950-
 1951-
 1952-
 1953-
 1954-
 1955-
 1956-
 1957-
 1958-
 1959-
 1960-
 1961-
 1962-
 1963-
 1964-
 1965-
 1966-
 1967-
 1968-
 1969-
 1970-
 1971-
 1972-
 1973-
 1974-
 1975-
 1976-
 1977-
 1978-
 1979-
 1980-
 1981-
 1982-
 1983-
 1984-
 1985-
 1986-
 1987-
 1988-
 1989-
 1990-
 1991-
 1992-
 1993-
 1994-
 1995-
 1996-
 1997-
 1998-
 1999-
 2000-
 2001-
 2002-
 2003-
 2004-
 2005-
 2006-
 2007-
 2008-
 2009-
 2010-
 2011-
 2012-
 2013-
 2014-
 2015-
 2016-
 2017-
 2018-
 2019-
 2020-
 2021-
 2022-
 2023-
 2024-
 2025-
 2026-
 2027-
 2028-
 2029-
 2030-
 2031-
 2032-
 2033-
 2034-
 2035-
 2036-
 2037-
 2038-
 2039-
 2040-
 2041-
 2042-
 2043-
 2044-
 2045-
 2046-
 2047-
 2048-
 2049-
 2050-
 2051-
 2052-
 2053-
 2054-
 2055-
 2056-
 2057-
 2058-
 2059-
 2060-
 2061-
 2062-
 2063-
 2064-
 2065-
 2066-
 2067-
 2068-
 2069-
 2070-
 2071-
 2072-
 2073-
 2074-
 2075-
 2076-
 2077-
 2078-
 2079-
 2080-
 2081-
 2082-
 2083-
 2084-
 2085-
 2086-
 2087-
 2088-
 2089-
 2090-
 2091-
 2092-
 2093-
 2094-
 2095-
 2096-
 2097-
 2098-
 2099-
 2100-
 2101-
 2102-
 2103-
 2104-
 2105-
 2106-
 2107-
 2108-
 2109-
 2110-
 2111-
 2112-
 2113-
 2114-
 2115-
 2116-
 2117-
 2118-
 2119-
 2120-
 2121-
 2122-
 2123-
 2124-
 2125-
 2126-
 2127-
 2128-
 2129-
 2130-
 2131-
 2132-
 2133-
 2134-
 2135-
 2136-
 2137-
 2138-
 2139-
 2140-
 2141-
 2142-
 2143-
 2144-
 2145-
 2146-
 2147-
 2148-
 2149-
 2150-
 2151-
 2152-
 2153-
 2154-
 2155-
 2156-
 2157-
 2158-
 2159-
 2160-
 2161-
 2162-
 2163-
 2164-
 2165-
 2166-
 2167-
 2168-
 2169-
 2170-
 2171-
 2172-
 2173-
 2174-
 2175-
 2176-
 2177-
 2178-
 2179-
 2180-
 2181-
 2182-
 2183-
 2184-
 2185-
 2186-
 2187-
 2188-
 2189-
 2190-
 2191-
 2192-
 2193-
 2194-
 2195-
 2196-
 2197-
 2198-
 2199-
 2200-
 2201-
 2202-
 2203-
 2204-
 2205-
 2206-
 2207-
 2208-
 2209-
 2210-
 2211-
 2212-
 2213-
 2214-
 2215-
 2216-
 2217-
 2218-
 2219-
 2220-
 2221-
 2222-
 2223-
 2224-
 2225-
 2226-
 2227-
 2228-
 2229-
 2230-
 2231-
 2232-
 2233-
 2234-
 2235-
 2236-
 2237-
 2238-
 2239-
 2240-
 2241-
 2242-
 2243-
 2244-
 2245-
 2246-
 2247-
 2248-
 2249-
 2250-
 2251-
 2252-
 2253-
 2254-
 2255-
 2256-
 2257-
 2258-
 2259-
 2260-
 2261-
 2262-
 2263-
 2264-
 2265-
 2266-
 2267-
 2268-
 2269-
 2270-
 2271-
 2272-
 2273-
 2274-
 2275-
 2276-
 2277-
 2278-
 2279-
 2280-
 2281-
 2282-
 2283-
 2284-
 2285-
 2286-
 2287-
 2288-
 2289-
 2290-
 2291-
 2292-
 2293-
 2294-
 2295-
 2296-
 2297-
 2298-
 2299-
 2300-
 2301-
 2302-
 2303-
 2304-
 2305-
 2306-
 2307-
 2308-
 2309-
 2310-
 2311-
 2312-
 2313-
 2314-
 2315-
 231

u.o.
The

The
com-
re-
ASER
UCA-
ices,
strat-
E-

SECONDARY SCIENCE

(continued)

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

HOLLY LODGE HIGH SCHOOL

(11 - 16 Comprehensive)

Required immediately

PHYSICS SCIENCE with COMBINED SCIENCE in the Lower School Scale 1.

Exam work available.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded to the Head Teacher, Holly Lane, Sandwell, Walsley, West Midlands.

Closing date 9th November 1984.

An equal opportunity employer. Candidates of members of the Authority will be given priority.

(43550) 134822

SHROPSHIRE

EDUCATION COMMITTEE

BRIDGNORTH ENDOWED

Northgate, Bridgnorth

11 - 18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

SOLIHULL

EDUCATION COMMITTEE

LIGHT HALL SCHOOL

Highway Road, Solihull

Solihull, West Midlands B90

Tel: 021-744 5835

TEACHER OF BIOLOGY

Scale 1

Required for January 1985 in the first year.

Scale 1 teacher of Biology to teach Biology to 'O' level and Combined Science in the Lower School.

Apply by letter to the Head Teacher enclosing C.V. and a.s.e. (42585) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

WILTSHIRE

(continued)

HAUNTSLEY'S SCHOOL

West Lavington, Near Devizes, Wiltshire

H.M.C./Comprehensive/Independent - 500 Pupils

(suppr. 160 on 'A' level)

Required for January 1985

PHYSICS SCIENCE with COMBINED SCIENCE in the Lower School Scale 1.

Exam work available.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded to the Head Teacher, Holly Lane, Sandwell, Walsley, West Midlands.

Closing date 9th November 1984.

An equal opportunity employer. Candidates of members of the Authority will be given priority.

(43550) 134822

SHROPSHIRE

EDUCATION COMMITTEE

BRIDGNORTH ENDOWED

Northgate, Bridgnorth

11 - 18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

SOLIHULL

EDUCATION COMMITTEE

LIGHT HALL SCHOOL

Highway Road, Solihull

Solihull, West Midlands B90

Tel: 021-744 5835

TEACHER OF BIOLOGY

Scale 1

Required for January 1985 in the first year.

Scale 1 teacher of Biology to teach Biology to 'O' level and Combined Science in the Lower School.

Apply by letter to the Head Teacher enclosing C.V. and a.s.e. (42585) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

WILTSHIRE

(continued)

HAUNTSLEY'S SCHOOL

West Lavington, Near Devizes, Wiltshire

H.M.C./Comprehensive/Independent - 500 Pupils

(suppr. 160 on 'A' level)

Required for January 1985

PHYSICS SCIENCE with COMBINED SCIENCE in the Lower School Scale 1.

Exam work available.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded to the Head Teacher, Holly Lane, Sandwell, Walsley, West Midlands.

Closing date 9th November 1984.

An equal opportunity employer. Candidates of members of the Authority will be given priority.

(43550) 134822

SHROPSHIRE

EDUCATION COMMITTEE

BRIDGNORTH ENDOWED

Northgate, Bridgnorth

11 - 18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

SOLIHULL

EDUCATION COMMITTEE

LIGHT HALL SCHOOL

Highway Road, Solihull

Solihull, West Midlands B90

Tel: 021-744 5835

TEACHER OF BIOLOGY

Scale 1

Required for January 1985 in the first year.

Scale 1 teacher of Biology to teach Biology to 'O' level and Combined Science in the Lower School.

Apply by letter to the Head Teacher enclosing C.V. and a.s.e. (42585) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-18 mixed comprehensive 1000 on roll

Required for January 1985, temporary for two terms in the first year.

Scale 1 teacher of Science.

Further details and forms from the Head (SAE 54287) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

WOLGASTON HIGH SCHOOL

Cannock Road, Penkridge, Stafford

11-

Winstanley Road, Orrell.
Wigan WN5 7XP

(Tel. 01144land 622118
 16 - 19 Asked
 Required for January 1982
 Temporary Two To
 Appoint TEACHERS
 A LEVEL ECONOMIC
 AND 'O' LEVEL
 BIOLOGY.
 As there is a half timetable
 for each subject, it is possible
 to have two part-time
 teachers could be teaching
 Apply immediately by letter
 to the Principal at the
 college.
 Ref.A43.42292 22002

Other Appointments

CLEVELAND
CLEVELAND COLLEGE OF
DESIGN
LECTURER IN PRINTED
TYPE DESIGN
Required: 1. Graduate. Existing
applications will be carried
over.
Required as soon as possible:
2. Graduate in Design or
DATEC General Diploma
3. College students at the
College of Design with pre-
mises. Applicants must possess
equivalent Commercial or
Graphic Arts experience, prin-
tters and Teaching experience
in the field.
Salary: \$2,910 to \$3,015
per month.
INTERIOR AND PRODUCT
DESIGN
Required for January 1985
work to DATEC Diploma 3
week course in Interior and
Product Design. Design
students at the College of
Midlevelabove premises. Ap-
plicants must possess an ad-
vanced degree or equivalent
interior design experience desir-
able. Please write direct
to the Principal with CV and
details of availability.
Further information and ap-
plication forms for the full
time position should be sent to
the Principal, Cleveland Col-
lege of Design, 1000 Lakeside
Lane, Midlevelabove, Cleve-
land, Ohio 44114. Tel: Midlevel-
above (0642) 821444, from whom
they should be re-
quired as soon as possible.
42442

CARDIFF
UNIVERSITY COLLEGE
EDUCATION
DEPARTMENT
LECTURER IN
EDUCATION
(COMPUTERS IN
EDUCATION)

Applications are invited for the above post. The person appointed will be responsible for further development in collaboration

with other staff, a computer in education component, and in-service training courses in the Department of Education. The appointment is permanent for an initial period of two years. Secondment to current duties would be open to negotiation. Salary range 50% current lecturers scale of £7,190 to £12,125 annum. Duties to commence as soon as possible.

Applications (3 copies), together with the names and addresses of two referees, should be forwarded to the Vice-Principal, University College, Farnham, Surrey, GU14 7JX from whom further particulars are available. Closing date 22nd November 1984.

**COLLEGE
EDUCATION
LECTURER I**

ELECTRONICS
£8688 - £11635
 of Computing and Micro-
 degree or equivalent
 engineering and should be
 es, both at machine level
 particulars are available
 Higher Education
Tel: 031 453 6161

16317)

UNIVERSITY APPOINTMENTS

CONNECTICUT
Tenure-track appointment in Modern European History, with preference to candidates specializing in Continental economic and social history. Cross-disciplinary interests desirable, as the appointment includes teaching in multi-disciplinary programme at the upper-level and freshman level. Successful candidates will receive Assistant Professor position, candidates should have Ph.D. by June, 1985. Applications should be sent to: Department of History, University of Connecticut, Storrs, CT 06269, and should be postmarked before December 14th, 1984. An equal opportunity affirmative action employer. 280000

LEICESTERSHIRE
LOUGHBOROUGH
TECHNOLOGY
Research into Design and Technology Education
Applications are invited from teachers wishing to contribute to an ongoing research project in Design and Technology Education. The project will involve research and curriculum development. Opportunities exist for part and full time study and to read for higher degrees.
Please write or telephone for further details to: Jim Flood, Department of Design and Technology, Tel: Loughborough (0505) 821173, Ext. 641, Loughborough, Leicestershire, (44467) 280000

LONDON
INSTITUTE OF EDUCATION
RESEARCH OFFICER
FOR THE PROJECT OF CURRICULUM DEVELOPMENT FOR CHILDREN WITH MODERATE LEARNING DIFFICULTIES
A Research Officer is required from January 1985 or as soon as possible to join the research team for this 3 1/2 year project under the direction of Professor David Vye, Professor Malcolm Skilbeck and the Principal Research Officer, Dr. Peter Davis.
Applicants should have successful experience of educational research (which may include a high degree of statistical analysis) and have qualifications in Education or should be familiar with qualitative research methods. The successful applicant will have a good knowledge of the curriculum development process and be prepared to spend time away from home.
Salary on Research Grade 11, £10,000 p.a. (plus 11% London weighting plus USS).
Further particulars and application forms from Mrs. G. Griffin, Personnel, Institute of Education, 20 Bedford Way, London WC1E 6BT, or by telephone 01753 814263, 280000

LONDON
UNIVERSITY OF LONDON
INSTITUTE OF EDUCATION
RESEARCH OFFICER
FOR THE PROJECT OF CURRICULUM DEVELOPMENT FOR CHILDREN WITH MODERATE LEARNING DIFFICULTIES
A Research Officer is required from January 1985 or as soon as possible to join the research team for this 3 1/2 year project under the direction of Professor David Vye, Professor Malcolm Skilbeck and the Principal Research Officer, Dr. Peter Davis.
Applicants should have successful experience of educational research (which may include a high degree of statistical analysis) and have qualifications in Education or should be familiar with qualitative research methods. The successful applicant will have a good knowledge of the curriculum development process and be prepared to spend time away from home.
Salary on Research Grade 11, £10,000 p.a. (plus 11% London weighting plus USS).
Further particulars and application forms from Mrs. G. Griffin, Personnel, Institute of Education, 20 Bedford Way, London WC1E 6BT, or by telephone 01753 814263, 280000

EDUCATIONAL STUDIES IN OXFORD
University of Oxford
DEPARTMENT OF EDUCATIONAL STUDIES
The Department offers three types of advanced qualifications:
1. **RESEARCH DEGREES:** M. Litt and D. Phil, with possibilities of studentships.
2. **M.Sc. IN EDUCATIONAL STUDIES:** A one-year course in EITHER The Governance of Education (administration, organisation and planning) OR Curriculum Studies in either Science (including Science or Mathematics or Geography) or English or Modern Languages.
Applicants should hold a good honours degree or its equivalent.
3. **SPECIAL DIPLOMA IN EDUCATIONAL STUDIES:** A one-year course for experienced teachers with a flexible programme of study within one of the following areas of specialisation:
English; Geography; Management of Education; Mathematics; Modern Languages; Moral; Pastoral and Multicultural Education; Science and Technology; Special Needs; Oxford Certificate for Educational Achievement.
Further details and application forms are available from The Administrator, Department of Educational Studies, 15 Northampton Road, Oxford OX2 6PY.

LONDON
KING'S COLLEGE
CHICHESTER COLLEGE
QUEEN ELIZABETH COLLEGE
University of London
CENTRE FOR SCIENCE & MATHEMATICS EDUCATION
Development of In-Service Training for Mathematics Education
Applications are invited for a temporary post in Mathematics Education, which is funded by the UGC Scheme for the enhancement of academic initiatives. The person appointed will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary in the range: £7,100 to £11,125 p.a. (plus 11% London weighting plus USS). Applications should be sent to: The Personnel Office, Chichester College, University of London, Chichester, Sussex, PO19 1UA, (42553) 280000

SURREY
UNIVERSITY OF SURREY
DEPARTMENT OF LINGUISTICS AND INTERNATIONAL STUDIES
TEMPORARY LECTURERSHIP IN RUSSIAN LANGUAGE AND STUDIES
Applications are invited for a temporary full-time Lectureship in Russian Language and Area Studies. The successful applicant will have a good honours degree in Russian and will be expected to offer both language classes and lectures on the history and economy of the USSR.
The Department wishes to fill the vacancy rapidly and therefore applications should be sent to the Personnel Office, University of Surrey, Guildford, Surrey GU2 7XH, or by telephone 04243 371881, Ext. 635.
Further particulars are available from the Academic Registrar, University of Surrey, Guildford, Surrey GU2 7XH, or by telephone 04243 371881, Ext. 635.
Applications from men and women in the form of a curriculum vitae, including the names and addresses of three referees, should be sent to the same address by Monday, November 1984, quoting the reference: (Ref: 330/725), (42534) 280000

Research Posts
LEICESTER
UNIVERSITY OF LEICESTER
SCHOOL OF EDUCATION
DEVELOPMENT IN EDUCATION
SENIOR RESEARCH FELLOW
Applications are invited for the post of Senior Research Fellow in the above post. The post is for a period of five years from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 5 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LONDON
CHELSEA COLLEGE
UNIVERSITY OF LONDON
THE UPTAKE & USAGE OF MATHEMATICS IN PRIMARY SCHOOLS
A SENIOR RESEARCH OFFICER and a RESEARCH OFFICER are required to work on a one year project to investigate the use of mathematics in selected ILEA primary schools. The project will be based upon a series of case studies in the schools exploring the use of the technology, the importance of mathematics in the curriculum and the effects of teacher training.
The Senior Research Officer will be responsible for the day to day running of the project. The Research Officer will have a good knowledge of mathematics and will be expected to offer both language classes and lectures on the history and economy of the USSR.
The Department wishes to fill the vacancy rapidly and therefore applications should be sent to the Personnel Office, University of Surrey, Guildford, Surrey GU2 7XH, or by telephone 04243 371881, Ext. 635.
Further particulars are available from the Academic Registrar, University of Surrey, Guildford, Surrey GU2 7XH, or by telephone 04243 371881, Ext. 635.
Applications from men and women in the form of a curriculum vitae, including the names and addresses of three referees, should be sent to the same address by Monday, November 1984, quoting the reference: (Ref: 330/725), (42534) 280000

LONDON
UNIVERSITY OF LONDON
SCHOOL EXAMINATIONS BOARD
RESEARCH OFFICER
The School Examinations Board which conducts the GCE examination for the University of London, wishes to appoint a Research Officer for a period of two years.
As the duties of this post will include assistance with the development of new statistical programs, carrying out statistical analysis and computing relevant to examinations, a good working knowledge of computing and statistics, if possible, with a professional qualification in one of these areas, will be an advantage.
Applicants should also have some previous experience in education, teaching or administration, and a knowledge of assessment techniques and/or curriculum development.
The initial salary, according to age, qualifications and experience, will be in the range: £6,310 to £11,615 (under review) plus £1,186 London Allowance plus 11% London weighting plus USS. Applications should be sent to: The Personnel Office, School Examinations Board, University of London, 100 Brookman Avenue, London W1P 0DT, or by telephone 01753 814263, 280000

LONDON
CHELSEA COLLEGE
UNIVERSITY OF LONDON
THE UPTAKE & USAGE OF MATHEMATICS IN PRIMARY SCHOOLS
A SENIOR RESEARCH OFFICER and a RESEARCH OFFICER are required to work on a one year project to investigate the use of mathematics in selected ILEA primary schools. The project will be based upon a series of case studies in the schools exploring the use of the technology, the importance of mathematics in the curriculum and the effects of teacher training.
The Senior Research Officer will be responsible for the day to day running of the project. The Research Officer will have a good knowledge of mathematics and will be expected to offer both language classes and lectures on the history and economy of the USSR.
The Department wishes to fill the vacancy rapidly and therefore applications should be sent to the Personnel Office, University of Surrey, Guildford, Surrey GU2 7XH, or by telephone 04243 371881, Ext. 635.
Further particulars are available from the Academic Registrar, University of Surrey, Guildford, Surrey GU2 7XH, or by telephone 04243 371881, Ext. 635.
Applications from men and women in the form of a curriculum vitae, including the names and addresses of three referees, should be sent to the same address by Monday, November 1984, quoting the reference: (Ref: 330/725), (42534) 280000

CAMBRIDGESHIRE
NEW HALL
Cambridge CB5 0DF
New Hall seeks to appoint two Schoolteacher Commoner Fellowships, each for one term in the academic year 1985/86.
Applications are invited from teachers in any subject for a Fellowship with a Company Fellowship, and specifically from teachers of Chemistry and Physics.
Particulars may be obtained from the Principal, New Hall, Cambridge, CB5 0DF, or by telephone 0223 300000 (43545)

WORCESTER COLLEGE OF HIGHER EDUCATION
SCHOOL OF EDUCATION
Applications are invited from teachers in any subject for a Fellowship with a Company Fellowship, and specifically from teachers of Chemistry and Physics.
Particulars may be obtained from the Principal, Worcester College of Higher Education, Worcester, WR2 6AJ, or by telephone 0939 240000 (43545)

WORCESTER COLLEGE OF HIGHER EDUCATION
SCHOOL OF EDUCATION
Applications are invited from teachers in any subject for a Fellowship with a Company Fellowship, and specifically from teachers of Chemistry and Physics.
Particulars may be obtained from the Principal, Worcester College of Higher Education, Worcester, WR2 6AJ, or by telephone 0939 240000 (43545)

WORCESTER COLLEGE OF HIGHER EDUCATION
SCHOOL OF EDUCATION
Applications are invited from teachers in any subject for a Fellowship with a Company Fellowship, and specifically from teachers of Chemistry and Physics.
Particulars may be obtained from the Principal, Worcester College of Higher Education, Worcester, WR2 6AJ, or by telephone 0939 240000 (43545)

YOUTH AND COMMUNITY
BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

YOUTH AND COMMUNITY
BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

YOUTH AND COMMUNITY
BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

YOUTH AND COMMUNITY
BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

YOUTH AND COMMUNITY
BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

YOUTH AND COMMUNITY
BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

YOUTH AND COMMUNITY
BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

YOUTH AND COMMUNITY
BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

YOUTH AND COMMUNITY
BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LEICESTERSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LEICESTERSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LEICESTERSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LONDON
AVENUE UNLIMITED
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LONDON
AVENUE UNLIMITED
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LONDON
AVENUE UNLIMITED
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

Posts overseas

Turkey

Teacher of English
Turco-British Association, Istanbul
Duties: To teach English language at beginner level; some materials production for courses required.
Qualifications: degree in English or Modern Languages, RSA Dip.TEFL. Single candidates, with at least 2 years' relevant experience, aged 25-35 preferred.
Salary: Local salary (approx. equivalent £8,000pa).
Benefits: Fare; baggage; rent allowance.
Contract: 2-year local contract, renewable, commencing as soon as possible, guaranteed by the British Council.
Reference: 84 B 89 T.

Yugoslavia

Lecturers in English
Universities of Prizren and Skopje
Duties: To teach English Language at Intermediate and advanced levels.
Qualifications: Degree, RSA Dip.TEFL or PGCE TEFL and 2 years' experience. Single candidates preferred.
Salary: Local salary plus sterling subsidy of £2,752 p.a.
Benefits: Fare; baggage; superannuation contribution.
Contract: 1-year local contract, renewable, commencing as soon as possible, guaranteed by the British Council.
Reference: 84 B 84 T-68 T.

For further details and an application form, please write, giving the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

English Teachers

The continuing requirement of our Saudi Arabia Support Contract means that a number of male English Language Teachers are needed to join our staff teaching English to students and cadets of the Royal Saudi Air Force.

£35,000+

Tax-Free in the first 2 years

New salary scales are now in force, and this is an excellent opportunity to earn over £35,000 within two years, tax-free, as an English Language Teacher...

...working in Saudi Arabia with **BRITISH AEROSPACE**

Applicants must be UK citizens under the age of 50 whose mother tongue is English. We require qualified teachers preferably with a degree in English, Linguistics or Modern Languages. A minimum of 3 years TEFL is also required.

In addition to the high tax-free salary, successful candidates will receive free accommodation (plus free food and laundry for unaccompanied employees), medical care, life assurance and other benefits, including generous travel-paid UK leave.

Please apply in writing, giving brief details of experience or telephone Preston 634317.

The Personnel Officer, Saudi Arabia Support Dept. 082/TES
FREEPOST: British Aerospace Aircraft Group,
Warton Division, Warton Aerodrome,
Preston, Lancs PR4 1LA

BRITISH AEROSPACE
Unequalled in its range of job opportunities

BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

BUCKINGHAMSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LEICESTERSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LEICESTERSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LEICESTERSHIRE
COUNCIL
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LONDON
AVENUE UNLIMITED
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LONDON
AVENUE UNLIMITED
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LONDON
AVENUE UNLIMITED
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years, from the 1st January 1985 or as soon as possible thereafter. The successful candidate will be expected to provide leadership in extending the in-service education activities of the Centre. The main focus will be on the design of courses and materials which will develop research and developments in school mathematics, particularly at the junior/secondary level.
Applicants should have an appropriate academic background in mathematics, relevant teaching experience and training for research in education. The appointment is for 2 years and it is hoped that the successful candidate will commence as soon as possible.
Salary will be at an appropriate point in the Grade 3 range for research and development, £15,515 to £16,935 (under review).
Further particulars and application forms from Dr. Patricia Abbott, School of Education, University of Leicester, Leicester, LE1 7RH, or by telephone 0533 425711, 280000

LONDON
AVENUE UNLIMITED
YOUTH AND COMMUNITY WORKER
The Council is seeking a Youth and Community Worker to work in the town of High Wycombe. The post is for a period of two years

Vocational Training Council HONG KONG

The Vocational Training Council, established in 1982 as a statutory body with the broad objectives of developing technical education and industrial training in Hong Kong invites applications from suitable persons for the following post:

Lecturer (Motor Vehicle Engineering)

Qualifications

- (a) a relevant technical qualification, e.g. City and Guilds Full Technological Certificate in an appropriate discipline; OR
- (i) fulfilled the academic requirements for corporate membership of an appropriate professional institution plus 7 years' relevant post-qualification industrial or teaching experience in either case; OR
- (b) corporate membership of an appropriate recognised professional institution; OR
- (c) a relevant degree from a Hong Kong or British University; and
- (i) a diploma in education plus 4 years' relevant post-degree industrial or teaching experience; or
- (ii) 6 years' relevant post-degree experience.

Conditions

The post attracts a monthly salary of HK\$8,625 - HK\$12,460 per month (£1 = HK\$9.60 as at 12 October 1984 but this is subject to fluctuation) depending on qualification and experience. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% terminal gratuity upon satisfactory completion of the agreement. Thereafter the appointee may be offered either contract or supernumerary term at the discretion of the Vocational Training Council. Fringe benefits include leave and passages, housing, medical and dental treatments, children's education allowances and school passages.

Application

Application forms are obtainable personally or by telephone from the Hong Kong Government Office, 6 Grafton Street, London W1X 3LB (Tel. No. 01-499 9821 Ext. 272). Completed forms should be returned to reach the Office on or before 9 November 1984.

KENYA

Expanding Nairobi School requires in January 1985 general primary teachers and English specialists for 10-12 classes. Applications in writing with photograph and curriculum vitae to be sent to: The Director of Education, P.O. Box 2468, Nairobi. (42514) 460000

KENYA

Two post school vacancies for January 1985. One in Music and general subjects. Two in Swimming and general subjects. Interview U.K. November. Please send C.V. to: Headmaster, P.O. Box 85487, Nairobi. (42514) 460000

SPAIN

English-Young TEFL teacher required to start immediately. Send recent photo. Write: Oxford Center, San Miguel, Oxford, Bucks. HP13 6PY. (42514) 460000

SINGAPORE

Experienced English Teacher required from 1st January 1985. Write with full C.V. to: Mrs. H. Underwood, 23 Forster Close, Holmer Green, Bucks. HP13 6PY. (42514) 460000

TEACHER EXCHANGE (Europe)

British teachers of Modern Languages currently employed in this country are invited to exchange in Austria, Belgium, France, Spain and the USSR for the academic year 1985-86. Appointments are for one year, one term or half a term. A small number of exchange appointments are also available in Denmark. Please write for further details to: Teacher Exchange Europe (TESE), Central Bureau for Educational Visits and Exchanges, Seymour House, London W1P 9PE. Tel: 01-465 5101. (09880) 460000

OVERSEAS continued

KUWAIT

Immediate applications are invited from EFL Teachers for a variety of appointments for our clients in Kuwait.

We are seeking professionally qualified and preferably degree holders with a minimum of 5 years TEFL experience to commence employment immediately. Formalities are completed.

Renewable two-year contract, attractive salary, passage-paid home leave and free accommodation provided.

Interviews in London during first week of November. Forward detailed C.V. together with names of referees to: Mr. M. J. Latham, Task Services Ltd, Europe House, World Trade Centre, London E1 6AA. (42514) 460000

TURKEY

English Teachers needed for Turkish Private Language Teaching Centres. Salary DEB qualified. Applications to: DILMER, Language Teaching Centre, 100, Victoria Road, Vilnius, Lithuania. Tel: 460000

ZAMBIA

Large Copperbelt Primary School having 350 children requires Junior/Infant trained teachers from January and April, 1985. Good salary, fully paid house and other extras. Apply the Secretary, P.O. Box 30850, Zambia. Full details will be sent to all applicants. (42514) 460000

JORDAN

INTERNATIONAL COMMUNITY SCHOOL (A multi-national English-medium school for boys and girls aged 4-13)

Required for January a teacher of MATHEMATICS for children of Middle East background. Successful candidate will be required to teach some Science.

Preference will be given to suitably qualified applicants with appropriate experience who have worked overseas previously.

The initial contract will be for two years only, but will take place on a permanent basis. There is the possibility of longer service.

Salary will be based upon the Burnham Scale plus 50% overseas allowance.

Full details and application form will be sent to all applicants upon request.

There is a possibility of interview and of a visit to the school.

Applications plus a full curriculum vitae, references and a recent photograph should be sent to: The Headmaster, International Community School, P.O. Box 143772, Amman, Jordan. (42514) 460000

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES. DIRECTOR OF EDUCATION AND RECREATION. PRINCIPAL EDUCATION OFFICER. (Careers and Training) Salary £13,365 - £14,352 (inclusive). Pay Award Pending.

Applications are invited for a challenging post. The person appointed will be responsible for the management of the Adult Education Service and will also be expected to make a significant contribution towards co-ordinating links with the M.S.C. and other training agencies.

Applicants should possess experience at a senior level in a local authority Careers Service and/or Education Department.

Closing date: 12th November 1984. For an application form and further particulars write to the Director of Education, Royal Borough of Kingston upon Thames, Kingston upon Thames, Surrey. Tel: 01-894 5491. Ext. 2316. (42419) 460000

OXFORDSHIRE

COUNCIL. PRINCIPAL. Required as soon as possible, a person with a distinguished record of service in primary schools to join the County Advisory team. Recent experience of a Headship or of responsibility for children of infant age would be particularly welcome.

Salary: £9,000 - £10,000. Further details and application forms available from the Chief Education Officer, Mr. W. B. Macefield House, New Road, Oxford OX1 1NA. Tel: (01865) 271191. Fax: (01865) 271192. B.A.E. essential. This is a permanent post and applicants should be prepared to relocate.

Closing date: 9th November 1984. Derbyshire County Council is an Equal Opportunity Employer. (42514) 460000

DERBYSHIRE

COUNCIL. CAREERS SERVICE. DERBY. DERBYSHIRE ADULT EDUCATION OFFICER. To be based at Derby Careers Office.

Applicants should be graduates or hold or seek a Graduate Certificate in Careers Guidance. Salary: £8,710 - £9,710. Further details and application forms available from the Chief Education Officer, Mr. W. B. Macefield House, New Road, Oxford OX1 1NA. Tel: (01865) 271191. Fax: (01865) 271192. B.A.E. essential. This is a permanent post and applicants should be prepared to relocate.

Closing date: 9th November 1984. Derbyshire County Council is an Equal Opportunity Employer. (42514) 460000

CYNIGOR SIR

GWYNEDD COUNTY COUNCIL. ADRIAN ADDYSS. CYNLLUN ADDYSS DECHNOLG A GALWEDIGAETHOL (T.V.E.I.)

Mae yr Adran Addysg, mewn cydwelthrediad a Chomisiwn Gwasanaethau Gwladol, yn sefydlu cynllun addysg yn Ynys Môn, I hyswddo addysg dechnol a galwedigaethol. Gwahoddi cyswllt gan bersonau cymryd am y swydd canlynol:

(A) UWCH SWYDDOG GYRFAOEDD. Graddfa 5/6 £7181-£8712 (dan ystyried) Disgwyllt y bydd gan y person a benodir broffid fel swyddog gyrfaedd, yn cynnwys cysyllt dros ac allan i'r chyflogwyr ac addysg bellach alwedigaethol. Lleoli y bydd ym nghanolion y cynllun yn Llangefni.

(B) AROLYGWR TECHNEGOL. Graddfa 6 £8184-£9712 (dan ystyried) Mae angen person eiddo'r cymwysdarnu pilod yn maes technolol/micro-algorithmaidd i gynnal offer uwch-dechnol yn sefydlu'r cynllun ac i arwain gwaith y technolgydd yn yr ysgolion a darparu hyfforddiant pilod. Bydd y person a benodir yn gweithio o'r Ganolion Dechnol a sefydlu yn Llangefni.

Gwybodaeth o'r Gynghrair a bod yn berchen ar dwydded ym gyfrinol o'r angenrheidiol i'r ddwy swydd. Llythrennau a chymorth i brynu ar gael.

Cymorth arianol tsg at gostau mudo ac all gariadu mewn acholion pilodol.

(This is an advertisement for (A) a Senior Careers Officer and (B) a Technical Supervisor to work on the scheme to encourage technical and vocational education.)

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

NOTTINGHAM

EAST MIDLANDS. FURTHER EDUCATION COUNCIL. Applications are invited for the post of ASSISTANT SECRETARY to the above Council.

The post involves administration of examinations, development of examinations, teaching of training in further education or in industry and commerce.

Salary £9,945 - £10,939 p.a. (NJC Senior Officer) currently under review.

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

HUMBERSIDE

COUNCIL. EDUCATION DEPARTMENT. WELFARE OFFICER. Post no. 066776

Applicants should be graduates or hold or seek a Graduate Certificate in Welfare Work. Salary: £8,710 - £9,710. Further details and application forms available from the Chief Education Officer, Mr. W. B. Macefield House, New Road, Oxford OX1 1NA. Tel: (01865) 271191. Fax: (01865) 271192. B.A.E. essential. This is a permanent post and applicants should be prepared to relocate.

Closing date: 9th November 1984. Derbyshire County Council is an Equal Opportunity Employer. (42514) 460000

There is a possibility of interview and of a visit to the school.

Applications plus a full curriculum vitae, references and a recent photograph should be sent to: The Headmaster, International Community School, P.O. Box 143772, Amman, Jordan. (42514) 460000

NATIONAL COUNCIL FOR VOLUNTARY ORGANISATIONS DEVELOPMENT OFFICER

Adult Training Initiatives (2 posts)

NCVO has received funding from the EEC for two years to develop our work in support of voluntary and community organisations engaged in the sphere of adult training. We are looking for two people (job sharing is also a possibility) with understanding and experience of training policy and institutions, direct experience of voluntary and community organisations as providers of training, especially for groups disadvantaged in the labour market. They will also be competent trainers.

This is an exciting opportunity to develop work in an important field. The post will be based in our Employment Unit. Extensive travelling throughout England will be involved. The Unit would welcome applications from all sections of society irrespective of an individual's gender, ethnic origin or social orientation. Applications from disabled people are welcome, although wheelchair access is poor.

Salary scale: £8483-£10,729 - £13000 London Weighting per annum. For further details and application form write to the Personnel Officer, NCVO, 26 Bedford Square, WC1B 3HU. Closing date for completed applications is 16 November 1984.

NCVO IS AN EQUAL OPPORTUNITIES EMPLOYER (42514) 460000

Duke of Kent School Ewhurst Cranleigh Surrey

BURSAR

The post of Bursar of this boarding preparatory school for 180 boys and girls, becomes available on 1st January 1985.

Applications should be made by Tuesday 13th November 1984 to:

The Secretary (Welfare)
Royal Air Force Benevolent Fund
67 Portland Place
London W1N 4AR

Further details available on request. (42514) 460000

ASSISTANT EDUCATION MANAGER AGED 25 - 35

Required as soon as possible in 1985 Villiers Park, a small residential Education Centre, situated 12 miles north of Oxford and owned by a Charitable Trust.

Salary by negotiation; non-contributory pension scheme; free health insurance; four weeks paid holiday; lunches. Rent and rate free accommodation.

This is seen as a varied and interesting post. The applicant must feel at home as an administrator and have knowledge of simple accounts. Enthusiasm for educational matters and for working with young people in the 18-19 year old age group essential. Also a general interest in cultural, sporting and practical affairs.

Certain weekend and evening duties required. Location giving additional information about the work of Villiers Park and the duties of the Assistant Education Manager can be obtained by telephoning the Manager's Secretary - Middleton Stoney (086 988) 200.

Written application with Curriculum Vitae to: Derek Marsh, Education Manager, Villiers Park (E), Middleton Stoney, Bicester, Oxon. OX6 8BB by 19th November 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

SHROPSHIRE EDUCATION COMMITTEE Educational Psychologist

A suitably qualified psychologist is required, some experience is desirable. Salary according to age and experience within the range £10,659 - £14,979.

Application forms and further particulars from November 1984.

For further details and application form write to the Personnel Officer, NCVO, 26 Bedford Square, WC1B 3HU. Closing date for completed applications is 16 November 1984.

NCVO IS AN EQUAL OPPORTUNITIES EMPLOYER (42514) 460000

There is a possibility of interview and of a visit to the school.

Applications plus a full curriculum vitae, references and a recent photograph should be sent to: The Headmaster, International Community School, P.O. Box 143772, Amman, Jordan. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Administration General

LONDON

LONDON CENTRAL YMCA. 118 Great Russell Street, London WC1A 3NQ. Requires a

RESIDENTS' SECRETARY. The successful applicant's primary duties will be to form relationships with residents and to help them integrate into the life of the YMCA. He/she should be a person sensitive to the social, emotional and spiritual needs of a variety of people from different backgrounds, nationalities and must be willing to work substantial unsocial hours.

For details and application form please contact Personnel Department at the above address or Tel: 01-637 1888. (42514) 460000

READING

UNIVERSITY OF READING. SPORTS ADVISER. Applications are invited from Sportsmen/Sportswomen for the post of Sports Adviser. The successful candidate will be responsible for planning and organising the use and development of the University's sports facilities.

Salary on the scale £13 to £14,100 (under review) plus US\$ US\$PS benefits. The appointment will be for a 3 year fixed term.

Application forms (2 copies) and further particulars are available from: Reading University, RG6 2AA. Tel: (0734) 875125. Fax: (0734) 875126. Closing date: 19th November 1984. Please quote ref: P-17. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Educational Psychologists

BERKSHIRE

TEMPORARY PART-TIME. EDUCATIONAL PSYCHOLOGIST. Applications are invited from experienced Educational Psychologists for this part-time post. The successful candidate will be required to cover the secondment of a member of the staff to a College of Further Education. It will be available in the first instance for a period of one year from 1st January 1985. Applicants must have a minimum of two years teaching experience in schools, and have successfully completed a recognised post-graduate training in Educational Psychology. Previous experience in the work will be an advantage. The successful candidate will be based in Reading and will have a group of schools under their direct control. Further details and application forms are available from the Director of Education, Shire Hall, Shire, Reading, RG2 9SE. Informal enquiries may be made of the Principal Educational Psychologist, Mr D. Brownhill. (Tel: 01635 560000) Closing date: 19th November 1984. Please quote ref: P-17. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Plurflenni cais manylion pellach am yr holl awydd i'ch gwybodaeth Personel Y Sir, Swyddfa'r Sir, Cymorth neu Canolfannau Gwladol. Dyddiad cais: 8 Tachwedd 1984. (42514) 460000

Further details and application forms available from the Secretary, SEMFEC, Robins Wood Road, Aspley, Nottingham NG9 3BT. (42514) 460000

Outdoor Education

ACTIVITY HOLIDAYS IN NORTH WALES

In the heart of Snowdonia and only a few miles from the coast

MOUNTAIN VENTURES CENTRES

Offer an unbeatable choice of exciting adventure and educational activities. Our experienced and enthusiastic staff guarantee a programme designed to your needs for weekends, 3 day or 7 day periods.

Colour brochure from Mountain Ventures Ltd (77, Brecon House, Greenhill Road, Liverpool L18 7HQ. Tel: 051-724 2732. 480000 (43704)

HARINGEY

Progress with Humanity

PENDARREN HOUSE

OUTDOOR EDUCATION CENTRE

Llanessey, Nr. Crickhowell, Powys, South Wales

Temporary Instructor, SCALE 2

Required from January, 1985 for one term only

Applicants should be experienced and suitably qualified in outdoor pursuits, preferably in the UK and have an interest in field studies and would be an advantage.

The Centre provides co-educational courses for young people, 15-18 years, in the Youth Service and Further Education. The Centre is situated on the southern fringes of the Black Mountains and offers facilities for canoeing, hill-walking, windsurfing, rock-climbing, canoeing, horse-riding, pony-trekking and field studies.

Salary in accordance with qualifications and experience.

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

For details write to: The Director, Pendarren House, Llanessey, Powys, SA98 6JY. Tel: 0545 651111. 480000 (43704)

HEREFORD
OUTDOOR EDUCATION
Wye Valley foot of Black Mountains, Herefordshire. The Grange Centre available for outdoor education, canoeing, holidays. School parties up to 16 in number. First class accommodation and food.

Contact: The Grange Field Centre, Glastonbury-on-Wye, Hereford, HR3 3JL. Tel: 045741 224. (43520) 680000

KENT
ATHEMUS VENTURE CENTRE
ENVIRONMENTAL STUDIES/OUTDOOR PURSUITS INSTRUCTOR
Required January 1985. Due to expansion, the Centre requires an additional instructor who should be between 25 and 27 years of age and possess a B.C.U. Senior Instructor's Award or M.L.C. qualification. R.L.S.5, bronze award, clear driving licence and also be qualified to teach Environmental Studies. R.V.A. Instructors award would be most advantageous.

For further details write to: The Warden, Athemus Venture Centre, Dover, Kent, TN20 4XU. (43886) 680000

PGL in 1984 almost 1,000 schools chose PGL for their tour or adventure course arrangements in the UK and Europe. Send for our 1985 PGL brochure which explains why PGL and discover the many benefits of PGL. Write or phone - Skarn Lodge, Glastonbury-on-Wye, Hereford, HR3 3JL. Tel: 045741 224. (43520) 680000

SKERN LODGE OUTDOOR CENTRE
First class outdoor education, canoeing, holidays. School parties up to 16 in number. First class accommodation and food.

Contact: The Grange Field Centre, Glastonbury-on-Wye, Hereford, HR3 3JL. Tel: 045741 224. (43520) 680000

UPPER WYE VALLEY
THE MAELSWCH OFFERS
OUTDOORS
Expeditions by Canadian canoe and on horseback, climbing and caving.

Comfortable accommodation for 40 guests, home cooked food, log fires. Family run, 30 years experience with groups from schools, colleges and industry.

Enquiries: The Maelswch, Glastonbury-on-Wye, Hereford, HR3 3JL. Tel: 045741 224. (43520) 680000

BOURNEMOUTH
MANAGEMENT INTERNATIONAL
RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular courses leading to the Royal Society of Arts Professional Certificate in Teaching English as a Foreign Language.

For details write to: ITTC, 274 Wimburn Road, Bournemouth, Dorset, BH2 9JL. Tel: 01202 51111. 480000 (43704)

HAMPSHIRE
RESIDENTIAL EFL POST

Language Centre in Hampshire requires enthusiastic EFL teacher for intensive short-term EFL courses. Must be prepared to participate in Extra-curricular activities. University degree or teaching certificate in EFL or equivalent. Experience in EFL essential. Interest in EFL necessary.

Driving licence holder, preferred age between 24 and 30. This is a non-accompanied post.

Please apply with C.V. to: Director, Hampshire House, 111, (43499) 700000

ITALY
Experienced Teacher needed urgently for British School of English in Rome. C.V. and photograph or passport photo to: 010-38-184-85064. 700000 (43478)

NOTTINGHAMSHIRE
COUNTY COUNCIL
EATON HALL
PRELIMINARY CERTIFICATE IN TEFL
DIPLOMA IN TEFL
DIPLOMA IN TEFL (DIP. T.E.P.)

A combination of Distance Learning followed by intensive teaching with the qualifications listed above. Distance no problem.

Write for details to: The Registrar, Notting. TESI 4 School, 111, (43499) 700000

SUMMER SCHOOL FOR EFL COURSE
CROOKHAM COURT SCHOOL
nr. Newbury, Berks.

Tel: Thatcham 0655 63090

UPPER WYE VALLEY
THE MAELSWCH OFFERS
OUTDOORS
Expeditions by Canadian canoe and on horseback, climbing and caving.

Comfortable accommodation for 40 guests, home cooked food, log fires. Family run, 30 years experience with groups from schools, colleges and industry.

Enquiries: The Maelswch, Glastonbury-on-Wye, Hereford, HR3 3JL. Tel: 045741 224. (43520) 680000

BOURNEMOUTH
MANAGEMENT INTERNATIONAL
RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular courses leading to the Royal Society of Arts Professional Certificate in Teaching English as a Foreign Language.

For details write to: ITTC, 274 Wimburn Road, Bournemouth, Dorset, BH2 9JL. Tel: 01202 51111. 480000 (43704)

HAMPSHIRE
RESIDENTIAL EFL POST

Language Centre in Hampshire requires enthusiastic EFL teacher for intensive short-term EFL courses. Must be prepared to participate in Extra-curricular activities. University degree or teaching certificate in EFL or equivalent. Experience in EFL essential. Interest in EFL necessary.

Driving licence holder, preferred age between 24 and 30. This is a non-accompanied post.

Please apply with C.V. to: Director, Hampshire House, 111, (43499) 700000

ITALY
Experienced Teacher needed urgently for British School of English in Rome. C.V. and photograph or passport photo to: 010-38-184-85064. 700000 (43478)

NOTTINGHAMSHIRE
COUNTY COUNCIL
EATON HALL
PRELIMINARY CERTIFICATE IN TEFL
DIPLOMA IN TEFL
DIPLOMA IN TEFL (DIP. T.E.P.)

A combination of Distance Learning followed by intensive teaching with the qualifications listed above. Distance no problem.

Write for details to: The Registrar, Notting. TESI 4 School, 111, (43499) 700000

SUMMER SCHOOL FOR EFL COURSE
CROOKHAM COURT SCHOOL
nr. Newbury, Berks.

Tel: Thatcham 0655 63090

UPPER WYE VALLEY
THE MAELSWCH OFFERS
OUTDOORS
Expeditions by Canadian canoe and on horseback, climbing and caving.

Comfortable accommodation for 40 guests, home cooked food, log fires. Family run, 30 years experience with groups from schools, colleges and industry.

Enquiries: The Maelswch, Glastonbury-on-Wye, Hereford, HR3 3JL. Tel: 045741 224. (43520) 680000

BOURNEMOUTH
MANAGEMENT INTERNATIONAL
RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular courses leading to the Royal Society of Arts Professional Certificate in Teaching English as a Foreign Language.

For details write to: ITTC, 274 Wimburn Road, Bournemouth, Dorset, BH2 9JL. Tel: 01202 51111. 480000 (43704)

HAMPSHIRE
RESIDENTIAL EFL POST

Language Centre in Hampshire requires enthusiastic EFL teacher for intensive short-term EFL courses. Must be prepared to participate in Extra-curricular activities. University degree or teaching certificate in EFL or equivalent. Experience in EFL essential. Interest in EFL necessary.

Driving licence holder, preferred age between 24 and 30. This is a non-accompanied post.

Please apply with C.V. to: Director, Hampshire House, 111, (43499) 700000

ITALY
Experienced Teacher needed urgently for British School of English in Rome. C.V. and photograph or passport photo to: 010-38-184-85064. 700000 (43478)

NOTTINGHAMSHIRE
COUNTY COUNCIL
EATON HALL
PRELIMINARY CERTIFICATE IN TEFL
DIPLOMA IN TEFL
DIPLOMA IN TEFL (DIP. T.E.P.)

A combination of Distance Learning followed by intensive teaching with the qualifications listed above. Distance no problem.

Write for details to: The Registrar, Notting. TESI 4 School, 111, (43499) 700000

SUMMER SCHOOL FOR EFL COURSE
CROOKHAM COURT SCHOOL
nr. Newbury, Berks.

Tel: Thatcham 0655 63090

UPPER WYE VALLEY
THE MAELSWCH OFFERS
OUTDOORS
Expeditions by Canadian canoe and on horseback, climbing and caving.

Comfortable accommodation for 40 guests, home cooked food, log fires. Family run, 30 years experience with groups from schools, colleges and industry.

Enquiries: The Maelswch, Glastonbury-on-Wye, Hereford, HR3 3JL. Tel: 045741 224. (43520) 680000

BOURNEMOUTH
MANAGEMENT INTERNATIONAL
RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular courses leading to the Royal Society of Arts Professional Certificate in Teaching English as a Foreign Language.

For details write to: ITTC, 274 Wimburn Road, Bournemouth, Dorset, BH2 9JL. Tel: 01202 51111. 480000 (43704)

HAMPSHIRE
RESIDENTIAL EFL POST

Language Centre in Hampshire requires enthusiastic EFL teacher for intensive short-term EFL courses. Must be prepared to participate in Extra-curricular activities. University degree or teaching certificate in EFL or equivalent. Experience in EFL essential. Interest in EFL necessary.

Driving licence holder, preferred age between 24 and 30. This is a non-accompanied post.

Please apply with C.V. to: Director, Hampshire House, 111, (43499) 700000

ITALY
Experienced Teacher needed urgently for British School of English in Rome. C.V. and photograph or passport photo to: 010-38-184-85064. 700000 (43478)

NOTTINGHAMSHIRE
COUNTY COUNCIL
EATON HALL
PRELIMINARY CERTIFICATE IN TEFL
DIPLOMA IN TEFL
DIPLOMA IN TEFL (DIP. T.E.P.)

A combination of Distance Learning followed by intensive teaching with the qualifications listed above. Distance no problem.

Write for details to: The Registrar, Notting. TESI 4 School, 111, (43499) 700000

SUMMER SCHOOL FOR EFL COURSE
CROOKHAM COURT SCHOOL
nr. Newbury, Berks.

Tel: Thatcham 0655 63090

UPPER WYE VALLEY
THE MAELSWCH OFFERS
OUTDOORS
Expeditions by Canadian canoe and on horseback, climbing and caving.

Comfortable accommodation for 40 guests, home cooked food, log fires. Family run, 30 years experience with groups from schools, colleges and industry.

Enquiries: The Maelswch, Glastonbury-on-Wye, Hereford, HR3 3JL. Tel: 045741 224. (43520) 680000

BOURNEMOUTH
MANAGEMENT INTERNATIONAL
RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular courses leading to the Royal Society of Arts Professional Certificate in Teaching English as a Foreign Language.

For details write to: ITTC, 274 Wimburn Road, Bournemouth, Dorset, BH2 9JL. Tel: 01202 51111. 480000 (43704)

HAMPSHIRE
RESIDENTIAL EFL POST

Language Centre in Hampshire requires enthusiastic EFL teacher for intensive short-term EFL courses. Must be prepared to participate in Extra-curricular activities. University degree or teaching certificate in EFL or equivalent. Experience in EFL essential. Interest in EFL necessary.

Driving licence holder, preferred age between 24 and 30. This is a non-accompanied post.

Please apply with C.V. to: Director, Hampshire House, 111, (43499) 700000

ITALY
Experienced Teacher needed urgently for British School of English in Rome. C.V. and photograph or passport photo to: 010-38-184-85064. 700000 (43478)

NOTTINGHAMSHIRE
COUNTY COUNCIL
EATON HALL
PRELIMINARY CERTIFICATE IN TEFL
DIPLOMA IN TEFL
DIPLOMA IN TEFL (DIP. T.E.P.)

A combination of Distance Learning followed by intensive teaching with the qualifications listed above. Distance no problem.

Write for details to: The Registrar, Notting. TESI 4 School, 111, (43499) 700000

SUMMER SCHOOL FOR EFL COURSE
CROOKHAM COURT SCHOOL
nr. Newbury, Berks.

Tel: Thatcham 0655 63090

UPPER WYE VALLEY
THE MAELSWCH OFFERS
OUTDOORS
Expeditions by Canadian canoe and on horseback, climbing and caving.

Comfortable accommodation for 40 guests, home cooked food, log fires. Family run, 30 years experience with groups from schools, colleges and industry.

Enquiries: The Maelswch, Glastonbury-on-Wye, Hereford, HR3 3JL. Tel: 045741 224. (43520) 680000

BOURNEMOUTH
MANAGEMENT INTERNATIONAL
RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular courses leading to the Royal Society of Arts Professional Certificate in Teaching English as a Foreign Language.

For details write to: ITTC, 274 Wimburn Road, Bournemouth, Dorset, BH2 9JL. Tel: 01202 51111. 480000 (43704)

HAMPSHIRE
RESIDENTIAL EFL POST

Language Centre in Hampshire requires enthusiastic EFL teacher for intensive short-term EFL courses. Must be prepared to participate in Extra-curricular activities. University degree or teaching certificate in EFL or equivalent. Experience in EFL essential. Interest in EFL necessary.

Driving licence holder, preferred age between 24 and 30. This is a non-accompanied post.

Please apply with C.V. to: Director, Hampshire House, 111, (43499) 700000

ITALY
Experienced Teacher needed urgently for British School of English in Rome. C.V. and photograph or passport photo to: 010-38-184-85064. 700000 (43478)

NOTTINGHAMSHIRE
COUNTY COUNCIL
EATON HALL
PRELIMINARY CERTIFICATE IN TEFL
DIPLOMA IN TEFL
DIPLOMA IN TEFL (DIP. T.E.P.)

A combination of Distance Learning followed by intensive teaching with the qualifications listed above